

Green Township School District GRADE 5 ELA Curriculum--Revised 2017

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:
TELLING OUR STORIES	RL.5.1 RI.5.1	W.5.3	SL.5.1	L.5.2
Narrative writing	RL.5.2 RI.5.2	W.5.4	SL.5.2	L.5.3
(9 weeks)	RL.5.3	W.5.5	SL.5.4	L.5.4
	RL.5.4	W.5.9		
	RL.5.5	W.5.10		
	RL.5.6 RI.5.6			
	RL.5.9			
	RL.5.10 RI.5.10			
	RF.5.3 RF.5.4			
	Interdisciplinary/Technology Integration: 8.1.5.A.1 8.1.5.B.1			
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions	Tasks: Small group Discussion Partner Tasks Whole Group Discussion	<ul style="list-style-type: none"> ● Tasks: ● Embedded within the writing process and evaluated/reinforced within individual/peer

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		Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing		conferencing.
Unit 2 QUESTION- ING OUR WORLD Writing Information (9 weeks)	Primary Focus Standards: RL.5.1 RI.5.1 RL.5.3 RI.5.3 RL.5.6 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RL.5.10 RI.5.10 RF.5.3 RF.5.4 Interdisciplinary/Technology Integration: 8.1.5.E.1 8.1.5.C.1	Primary Focus Standards: W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.10 Interdisciplinary/Technology Integration: 8.1.5.C.1 8.1.5.D.1, D.2, D.3, D.4	Primary Focus Standards: SL.5.1 SL.5.2 SL.5.5 Interdisciplinary/Technology Integration: 8.1.5.F.1	Primary Focus Standards: L.5.2 L.5.4
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected) 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Tasks: Small group Discussion Partner Tasks Whole Group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
Unit 3 LOOKING	Primary Focus Standards: RL.5.1 RI.5.1	Primary Focus Standards: W.5.1	Primary Focus Standards: SL.5.1	Primary Focus Standards:

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<p>AT OUR WORLD</p> <p>Opinion Writing</p> <p>(8 weeks)</p>	<p>RL.5.4 RI.5.4</p> <p>RL.5.5 RI.5.5</p> <p>RL.5.6 RI.5.6</p> <p>RL.5.7</p> <p>RL.5.9</p> <p>RF.5.3</p> <p>RF.5.4</p> <p>Interdisciplinary/Technology Integration:</p> <p>8.1.5.A.1</p> <p>8.1.5.A.2</p> <p>8.1.5.A.3</p>	<p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.9</p> <p>W.5.10</p> <p>Interdisciplinary/Technology Integration:</p> <p>8.1.5.A.2</p>	<p>SL.5.3</p> <p>SL.5.4</p> <p>SL.5.6</p> <p>Interdisciplinary/Technology Integration:</p> <p>8.1.5.B.1</p> <p>8.1.5.D.1, D.2,D.3,D.4</p>	<p>L.5.1</p> <p>L.5.2</p> <p>L.5.4</p> <p>L.5.5</p>
	<p>Tasks:</p> <p>Fiction</p> <p>Nonfiction</p> <p>2-3 Novels (Whole group and self-selected)</p> <p>8-15 Shorter Text (articles, picture books, short stories, etc.)</p>	<p>Tasks:</p> <p>Opinion Writing/Book Reviews</p> <p>Short, Constructed Response/Reading Response/20 Time Questions</p> <p>Short Personal Narrative; journal or memoirs from springboard activities</p> <p>Literary Analysis</p> <p>Routine Writing</p>	<p>Tasks:</p> <p>Small group Discussion</p> <p>Partner Tasks</p> <p>Whole Group Discussion</p>	<ul style="list-style-type: none"> • Tasks: • Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
<p>Unit 4</p>	<p>RL.5.2 RI.5.2</p> <p>RL.5.4 RI.5.4</p> <p>RL.5.5 RI.5.5</p> <p>RL.5.6 RI.5.6</p>	<p>W.5.4</p> <p>W.5.5</p> <p>W.5.9</p>	<p>SL.5.1</p> <p>SL.5.2</p>	<p>L.5.1</p> <p>L.5.2</p> <p>L.5.4</p> <p>L.5.5</p>

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(2 weeks)	RI.5.8 RL.5.9 RI.5.9 RF.5.4.A, C			L.5.6
	Tasks: Fiction Nonfiction PARCC released items 8-15 Shorter Text (articles, picture books, short stories, etc.)	Tasks: Short, Constructed Response/Reading Response Continue the story / retell the story; Journal or memoirs from springboard activities Literary Analysis Routine Writing	Tasks: Small group Discussion Partner Tasks / Peer Feedback Whole Group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within individual/peer conferencing.
Unit 5 FACING FACTS Opinion / Informative/ Explanatory Writing (8 weeks)	Primary Focus Standards: RL.5.1 RI.5.1 RL.5.2 RI.5.2 RI.5.3 RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RI.5.7 RI.5.8 RF.5.3 RF.5.4	Primary Focus Standards: W.5.1 W.5.2 W.5.4 W.5.5 W.5.6 W.5.9 W.5.10 Interdisciplinary/Technology Integration: 8.1.5.A.2 8.1.5.C.1 8.1.5.D.1, D.2, D.3, D.4	Primary Focus Standards: SL.5.1 SL.5.2 SL.5.3 Interdisciplinary/Technology Integration: 8.1.5.B.1 8.1.5.D.1, D.2, D.3, D.4	Primary Focus Standards: L.5.1 L.5.2 L.5.3 L.5.5 L.5.6
	Tasks: Fiction Nonfiction 2-3 Novels (Whole group and self-selected)	Tasks: Opinion Writing/Book Reviews Short, Constructed Response/Reading Response/20 Time Questions	Tasks: Small group Discussion	Tasks: Embedded within the writing process and evaluated/reinforced within

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	8-15 Shorter Text (articles, picture books, short stories, etc.)	Short Personal Narrative; journal or memoirs from springboard activities Literary Analysis Routine Writing	Partner Tasks Whole Group Discussion	individual/peer conferencing.
Suggested Open Education Resources	<p>Reading</p> <ul style="list-style-type: none"> ● North Carolina-5th Gr. ELA Unpacking the Standards ● PARCC Evidence Tables ● Point of View Video ● Main Idea Practice ● Inference Practice ● Read Aloud Strategy ● Circle Plot Diagram ● Fluency Packet ● Google Cultural Institute ● ClassHook ● Formative Assessment Tool ● OER Commons ● Arts Edge ● CommonLit ● Poetry ● Treks (Google Maps Street View) ● Digital Compass ● DK Find Out ● Zoom In (history) ● Tween Tribune ● What was there 	<p>Writing</p> <ul style="list-style-type: none"> ● Brainstorm before Writing ● Conferencing Video ● Writing Narratives ● Narrative Lessons ● Compare/Contrast Map ● Essay Map ● Implementing the Writing Process ● Mini Lessons ● Writing Samples ● Spelling practice ● Various ELA Practices ● Word Relationships ● Grammar Practice ● More Grammar Practice ● Flocabulary ● Context Clues ● Website Evaluation ● Pixabay ● My Simpleshow ● Media Smarts ● Piktochart ● Photos for Class ● Actively Learn ● Hstry timeline creation tool 	<p>Speaking</p> <ul style="list-style-type: none"> ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report ● Listenwise ● Flipgrid 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report

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Pacing: 9 weeks		Unit 1
Writing Genre: Narrative		Unit 1: TELLING OUR STORIES
Unit 1 Standards		Unit 1 ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> ● What are the necessary components that make an effective story? ● How do stories connect with our emotions? ● How do stories enrich our lives? ● How do listening and speaking strategies contribute to understanding?
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize 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.	<ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.3. 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).		<ul style="list-style-type: none"> ● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts ● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader

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<p>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</p>		<ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text
<p>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).</p>		<ul style="list-style-type: none"> ● Analyze the relationship between text and various multimedia components ● Explain how multimedia components contribute meaning ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
<p>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.</p>		<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
<p>*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed</p>	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
<p>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</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

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words in context and out of context.	
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>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.</p> <p>W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story’s background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>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 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and

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	<p>differences between two or more characters, settings or events</p> <ul style="list-style-type: none"> ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.5.10. 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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
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.	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p>	<ul style="list-style-type: none"> ● Indicate a title by using the proper punctuation for the text ● Explain the different types of punctuation used to indicate title and why ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i>

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<p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>and <i>no</i>, tag questions, and direct address</p> <ul style="list-style-type: none"> ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Outline comma rules for setting off the words yes and no, tag questions, and direct address ● Apply comma rules to set off the words yes and no in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</p> <p>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> ● Identify sentences in writing that need revision ● Revise writing by expanding, combining, and reducing sentences ● Determine similarities and differences in the presentation of English used in stories
<p>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.</p> <p>L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>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 keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words

Unit 1 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written sample</p> <p>Oral presentation</p> <p>Anecdotal notes</p> <p>Running records</p> <p>Student journal</p> <p>Interviews</p> <p>Written samples: opinion, informative</p>	<p>Personal Narrative Writing (Generated from Neighborhood Maps)</p> <p>Friendly Letter (Narrative Task)</p> <p>One Writer's Share for Reading Fluency/ Public Speaking/Presenting</p> <p>STAR Reading Test (Monthly)</p> <p>2 Accelerated Reading Quizzes on Grade Appropriate, Self-selected Reading</p> <p>1 Accelerated Reading on Shared Reading/Book Club</p> <p>Membean Assessment (30-40 questions at the end of each unit)</p>

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<p>Newspaper article Pictorial presentation Anecdotal notes Running records Oral discussion Student journals Interviews <i>Storyworks</i> activities Journal Speaking sample Brochure One Writer’s Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader’s Response Notebook (End of each unit) Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments</i></p>	<p>Teacher Conference on Reader’s Response Notebook (End of each unit) Nonfiction Comprehension Check; Generated from <i>Storyworks Magazine</i> or Paired Text</p>
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading <i>Storyworks Magazine</i>: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Membean: Vocabulary Building Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and</p>	<p>Graphic novel biographies Google Keep: Research Tool/Organizing information <i>Storyworks</i> Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com</p>

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<p>Independent Reading Various Picture Books; School Library (20-25 Per Unit)</p>	<p>Britannica School Discovery Education Word Study Notebook: marble composition Writer's Notebook: Student Choice Advanced Reader's Notebooks; Heineman Typing Pal: keyboarding practice 5-Minute Proofreading Practice/Grammar Skills: SMARTboard interactive CD Google Keep: Research Tool/Organizing information Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Story Sparkers/Creative Cards/Story Cubes; Writing Teacher-made documents/quizzes/tests Book titles for Consideration:</p> <ul style="list-style-type: none"> ● The Old Woman who Named Things (Cynthia Rylant) ● Memoirs of a Goldfish (Devin Scillan) ● Hachiko: The True Story of a Loyal Dog (Pamela S. Turner) ● Sophie's Masterpiece (Eileen Spinelli) 	
Possible Assignments and Activities		
<p>Writing: Personal Narrative Writing (Generated from Neighborhood Maps) Friendly Letter (Narrative Task)</p>	<p>Speaking: Class discussions Pictorial presentation</p>	<p>Multimedia: Pictorial presentation</p> <p>Technology Standards: 8.1.5.A.1, 8.1.5.B.1</p>
Plan for Language Study		
<p>Review: Verb tenses Common spelling rules</p>	<p>New: Conjunctions, Prepositions, & Interjections Perfect tenses Using underlining, quotation marks, or italics to indicate titles of works</p>	<p>Academic Vocabulary: identify respond resolution tone composition fluency close reading conjunction context clues theme/point conventions plural prepositional phrase possessive implicit explicit</p>
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 5		

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- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they

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relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

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- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
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- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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Pacing: 9 weeks		Unit 2
Writing Genre: Information		Unit 2: QUESTIONING OUR WORLD
Unit 2 Standards		Unit 2: ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● What do I care/wonder about? ● How does the world work? ● What is the best way to gather information about the world? ● What is the best way to showcase what I know? ● How can I notice that stories are made the way they are on purpose to highlight specific themes?
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
	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.	<ul style="list-style-type: none"> ● Identify the relationships or interactions between people, places and ideas in text ● Explain the relationship to analyze the text
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
	RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a	<ul style="list-style-type: none"> ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems

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	question quickly or to solve a problem efficiently.	
	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text
	RI.5.9 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.	<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
RF.5.3. 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.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
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.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills

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<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Organize ideas using various strategies ● Introduce a topic clearly ● Compose a clear thesis statement ● Provide a general observation and focus ● Group related information logically ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information ● Use transitional words, phrases, and clauses ● Select specific language and vocabulary to convey ideas and information ● Write a conclusion related to the information or explanation
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>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 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information from multiple sources to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>W.5.8. (Choice) Recall relevant information from experiences or</p>	<ul style="list-style-type: none"> ● Locate information from print and digital sources

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gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> ● Integrate information from personal experiences ● Include a list of sources used ● Take notes on information gathered from the sources to support the topic ● Synthesize information to avoid plagiarism ● Organize information into categories
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.5.10. 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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the	<ul style="list-style-type: none"> ● Identify main ideas and themes of a presentation ● Combine audio recordings and visual displays when appropriate to enhance the

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development of main ideas or themes.	development of main ideas or themes
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Indicate a title by using the proper punctuation for the text ● Explain the different types of punctuation used to indicate title and why ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Outline comma rules for setting off the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Apply comma rules to set off the words <i>yes</i> and <i>no</i> in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.5.4. 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.</p> <p>L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>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 keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
Unit 2 Grade 6 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Oral discussion</p> <p>Anecdotal notes</p> <p>Running records</p> <p>Written samples</p> <p>Interviews</p> <p>Storyworks activities</p> <p>Journal</p> <p>Opinion writing sample</p>	<p>Infographic (short research)</p> <p>One Writer's Share for Reading Fluency/ Public Speaking/Presenting</p> <p>STAR Reading Test (Monthly)</p> <p>2 Accelerated Reading Quizzes on Grade Appropriate, Self-selected Reading</p> <p>1 Accelerated Reading on Shared Reading/Book Club</p> <p>Membean Assessment (30-40 questions at the end of each unit)</p> <p>Teacher Conference on Reader's Response Notebook (End of each unit)</p> <p>Nonfiction Comprehension Check; Generated from Storyworks Magazine or Paired Text</p>

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<p>Speaking sample (flipgrid, etc.) Research outline / draft One Writer's Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader's Response Notebook (End of each unit) Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Written summary/report Oral presentation (Google Slides, etc.) Journal</p>
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Membean: Vocabulary Building Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books; School Library (20-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Discovery Education Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Discovery Education Word Study Notebook: marble composition Writer's Notebook: Student Choice Advanced Reader's Notebooks; Heineman Typing Pal: keyboarding practice 5-Minute Proofreading Practice/Grammar Skills: SMARTboard interactive CD Google Keep: Research Tool/Organizing information Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics</p>

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	<p>YouTube: Various skills and topics Magnetic Poetry; Writing Story Sparkers/Creative Cards/Story Cubes; Writing Teacher-made documents/quizzes/tests Book titles for Consideration:</p> <ul style="list-style-type: none"> ● Rosie Revere, Engineer (Andrea Beaty) ● North: The Amazing Story of Arctic Migration (Nick Dowson) ● Curious Critters (David Fitzsimmons) ● Fly Away Home (Eve Bunting) ● Rags: Hero Dog of WWII: A True Story (Margot Theis Raven) ● The Mangrove Tree: Planting Trees to Feed Families (Susan L. Roth) 	
Possible Assignments and Activities		
<p>Writing: Outline Research paper Written summary / report / infographic</p>	<p>Speaking: Oral presentation Question & Answer activities Group / Class discussions</p>	<p>Multimedia: Multimedia to support oral presentation</p> <p>Technology Standards: 8.1.5.E.1 8.1.5.C.1 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4</p>
Plan for Language Study		
<p>Review: Recognizing and correcting inappropriate shifts in tense Using commas to separate introductory elements from the rest of the sentence</p>	<p>New: Using commas to set off the words yes and no and to set off tag questions</p>	<p>Academic Vocabulary: support claim evidence abstract concrete</p>
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 2 Grade 5		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		

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Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. 	

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- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

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- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

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- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
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Pacing: 8 weeks		Unit 3	
Writing Genre: Opinion		Unit 3: LOOKING AT OUR WORLD	
Unit 3 Standards		Unit 3 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do authors use fictional characters and stories to communicate real-world themes? ● How does reading help me understand myself and the world better? ● How can I set goals for my own reading life? ● How does the author use story structure to convey meaning? ● How can persuasive writing be crafted so it motivates and influences readers to react? ● How do writers present opinions while providing support in an organized manner? 	
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text 	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	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.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader 	
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	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.	<ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning 	

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<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
<p>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).</p>		<ul style="list-style-type: none"> ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
<p>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.</p>		<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
<p>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.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>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.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>	
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of</p>	<ul style="list-style-type: none"> ● Distinguish fact from opinions 	

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<p>view with reasons and information.</p> <p>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.</p> <p>W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer’s purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose ● Logically order reasons that are supported by facts and details ● Quote directly from text when appropriate ● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) ● Provide a conclusion or section related to the opinion presented
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>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 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>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</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing

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discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
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.	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
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 here for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses ● Identify the tense of verbs describe time, sequences, states, and conditions in reading ● Convey various times, sequences, states, and conditions using verb tenses in

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<p>L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*</p> <p>L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>writing</p> <ul style="list-style-type: none"> ● Identify the tense of verbs ● Identify and correct inappropriate shifts in verb tense in writing ● Define correlative conjunctions and explain the purpose ● Use correlative conjunctions appropriately when writing or speaking
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Indicate a title by using the proper punctuation for the text ● Explain the different types of punctuation used to indicate title and why ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Outline comma rules for setting off the words yes and no, tag questions, and direct address ● Apply comma rules to set off the words yes and no in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.5.4. 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.</p> <p>L.5.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>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 keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g.,</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs

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synonyms, antonyms, homographs) to better understand each of the words	
Unit 3 Grade 5 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Oral discussion Anecdotal notes Running records Written samples Student journals Interviews <i>Storyworks</i> activities Journal Opinion writing sample Speaking sample Research paper Brochure Publish writing electronically One Writer’s Share for Reading Fluency/ Public Speaking/Presenting STAR Reading Test (monthly) Teacher Conference on Reader’s Response Notebook (End of each unit) Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Response to an essential question 2 Accelerated Reading Quizzes on Grade Appropriate, Self-selected Reading 1 Accelerated Reading on Shared Reading/Book Club Opinion Essay (Generated from Debatable Issues) Nonfiction Comprehension Check; Generated from Storyworks Magazine or Paired Text</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading Storyworks Magazine: Fiction/Nonfiction Reading, Writing,</p>	<p>Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com</p>

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<p>Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Membean: Vocabulary Building Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books; School Library (20-25 Per Unit)</p>	<p>Britannica School Discovery Education Word Study Notebook: marble composition Writer's Notebook: Student Choice Advanced Reader's Notebooks; Heinemann Readwritethink.org: Interactive Essay Mapping, Interactive Postcard Creator, Interactive Venn Diagram, etc. Brown Bag-It Activity: (brown bag filled with 3-D items representing various opinions of each student; hobby, place they want to visit...used for establishing rapport, responding to specific questions, elaborating on remarks of others etc... later used for writing topics.) Typing Pal: keyboarding practice 5-Minute Proofreading Practice/Grammar Skills: SMARTboard interactive CD Google Keep: Research Tool/Organizing information Pick-A-Prompt: Writing Topics Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Story Sparkers/Creative Cards/Story Cubes; Writing Book titles for Consideration:</p> <ul style="list-style-type: none"> ● Miss Rumphius (Barbara Cooney) ● Mufaro's Beautiful Daughters: An African Tale (John Steptoe) ● The Hungry Coat: A Tale from Turkey (Demi) ● Giraffes Can't Dance (Giles Andreae) 	
Possible Assignments and Activities		
<p>Writing:</p> <p>Journal Opinion writing sample Research paper Brochure</p>	<p>Speaking:</p> <p>Oral discussion Interviews Speaking sample</p>	<p>Multimedia:</p> <p>Publish writing electronically</p> <p>Tech Standards:</p> <p>8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3 8.1.2.A.1, 8.1.2.A.A.2, 8.1.2.A.A.3 8.1.5.B.1 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4</p>
Plan for Language Study		
Review:	New:	Academic Vocabulary:

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<p>Verb tenses to convey various times, sequences, states, & conditions Using correlative conjunctions (e.g. either/or, neither/nor) Using punctuation to separate items in a series</p>	<p>Recognizing and correcting inappropriate shifts in tense Using commas to separate introductory elements from the rest of the sentence</p>	<p>express predict visualize close reading idiom conjunction conventions alliteration onomatopoeia personification hyperbole simile metaphor literal figurative</p>
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3 Grade 5		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 		
Integration of 21st Century Themes and Skills		
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
2014 Technology Standards		
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in</p>	

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order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.

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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Extra textbooks for home.
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Pacing: 2 weeks		Unit 4
Writing Genre: ALL		Unit 4 SHOWING WHAT I KNOW (Test Prep)
Unit 4 Standards (In the sections below, list the standard indicator from NJSLS and the description)		Unit 4 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do I show what I know? ● How do identify keywords in a question? ● How do I stay focused on what is important? ● How do I check my work?
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize 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.	<ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.	<ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective

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	<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<ul style="list-style-type: none"> ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>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.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills	
<p>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.)</p>		<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>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 here.)</p>		<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<ul style="list-style-type: none"> ● Use reading literary and informational text to research and investigate topics ● Write a thesis statement ● Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text

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	<ul style="list-style-type: none"> ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.5.4. 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.</p> <p>L.5.4.A. Use context (e.g., definitions, examples, or restatements</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words

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<p>in text) as a clue to the meaning of a word or phrase.. L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<ul style="list-style-type: none"> ● Identify root words in unknown words ● Use known root words to aid in defining unknown words
<p>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</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary

Unit 4 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, informative, narrative Anecdotal notes Running records Oral discussion Interviews <i>Storyworks</i> activities Journal Speaking sample (flipgrid, etc.) Pre-writing / Drafts of writing Self-reflection Discovery Education practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses*</p>	<p>Responses to writing prompts in all relevant genres AR quizzes Response to reading: theme / central idea</p>

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Vocabulary quizzes (academic vocabulary & words from read alouds)* <i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i>		
Core Instructional Materials		District/School Supplementary Resources
Authentic Released PARCC materials Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading STAR Reading Test (monthly) Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Membean Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books	Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Storyboardthat.com Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Discovery Education Britannica School Typing Pal: keyboarding practice Pick-A-Prompt: Writing Topics Brain Pop; Flocabulary: Instructional videos on various topics YouTube: Various skills and topics Book titles for Consideration: <ul style="list-style-type: none"> • 	
Possible Assignments and Activities		
Writing: <ul style="list-style-type: none"> • Responses to writing prompts • Metacognitive reflection • How-to lists 	Speaking: <ul style="list-style-type: none"> • Class discussion • Peer conferencing • Oral evaluation of responses 	Multimedia: <ul style="list-style-type: none"> • N/A
Plan for Language Study		
Review: Comma usage Fragments & run-on sentences	New: N/A	Academic Vocabulary: introduction conclusion develop
Interdisciplinary Connections throughout the K-12 Curriculum		

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- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

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[\(Word | PDF\)](#)

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

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- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 8 weeks		Unit 5	
Writing Genre: Opinion		Unit 5: FACING FACTS	
Unit 5 Standards		Unit 5 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How can reading a variety of texts on a single topic / theme deepen my understanding and uncover new perspectives? ● How can I build my own theories after reading different perspectives? ● How do key ideas and details from text convey information? ● How do people deal with facts? ● How can I advocate for things that matter to me? 	
Unit 5 Reading Standards		Unit 5 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text 	
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize 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.	<ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details 	
	RI.5.3. 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.	<ul style="list-style-type: none"> ● Examine texts to find similarities and differences, focusing on events, individuals, ideas, and concepts ● Refer to specific details in the text when finding the similarities and differences between two or more individuals, settings, ideas, concepts, or events ● Identify the relationships or interactions between people, places and ideas in text ● Explain the key relationship(s) to analyze the text 	

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<p>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</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
<p>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</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning
<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
	<p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<ul style="list-style-type: none"> ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
	<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</p>	<ul style="list-style-type: none"> ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text
<p>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.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud

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<p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 5 Writing Standards</p>	<p>Unit 5 Writing Critical Knowledge and Skills</p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p style="padding-left: 20px;">W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p style="padding-left: 20px;">W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> ● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer’s purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose ● Logically order reasons that are supported by facts and details ● Quote directly from text when appropriate ● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) ● Provide a conclusion or section related to the opinion presented
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="padding-left: 20px;">W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p style="padding-left: 20px;">W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p style="padding-left: 20px;">W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p style="padding-left: 20px;">W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="padding-left: 20px;">W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Organize ideas using various strategies ● Introduce a topic clearly ● Compose a clear thesis statement ● Provide a general observation and focus ● Group related information logically ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information ● Use transitional words, phrases, and clauses ● Select specific language and vocabulary to convey ideas and information ● Write a conclusion that is related to the information or explanation
<p>W.5.4. Produce clear and coherent writing in which the development</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader

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<p>and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>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 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use reading literary and informational text to research and investigate topics ● Write a thesis statement ● Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D. Review the key ideas expressed and draw</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)

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<p>conclusions in light of information and knowledge gained from the discussions.</p>	
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> ● Determine the speaker’s argument and claims ● Unpack the arguments and claims ● Evaluate whether the speaker’s reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims
Unit 5 Language Standards	Unit 5 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p style="padding-left: 20px;">L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p style="padding-left: 20px;">L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p style="padding-left: 20px;">L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*</p> <p style="padding-left: 20px;">L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses ● Identify the tense of verbs describe time, sequences, states, and conditions in reading ● Convey various times, sequences, states, and conditions using verb tenses in writing ● Identify the tense of verbs ● Identify and correct inappropriate shifts in verb tense in writing ● Define correlative conjunctions and explain the purpose ● Use correlative conjunctions appropriately when writing or speaking
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.5.2.A. Use punctuation to separate items in a series.*</p> <p style="padding-left: 20px;">L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p style="padding-left: 20px;">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?).</p> <p style="padding-left: 20px;">L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p style="padding-left: 20px;">L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Indicate a title by using the proper punctuation for the text ● Explain the different types of punctuation used to indicate title and why ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Outline comma rules for setting off the words yes and no, tag questions, and direct address ● Apply comma rules to set off the words yes and no in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly

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<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</p> <p style="padding-left: 20px;">L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p style="padding-left: 20px;">L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> ● Use references as needed to aid in spelling ● Identify sentences in writing that need revision ● Revise writing by expanding, combining, and reducing sentences ● Determine similarities and differences in the presentation of English used in stories
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p style="padding-left: 20px;">L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="padding-left: 20px;">L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary

Unit 5 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Written samples: opinion, informative</p> <p>Newspaper article</p> <p>Pictorial presentation</p> <p>Anecdotal notes</p> <p>Running records</p> <p>Oral discussion</p> <p>Student journals</p> <p>Interviews</p> <p><i>Storyworks</i> activities</p> <p>Journal</p> <p>Speaking sample</p> <p>Brochure</p> <p>Publish writing electronically</p> <p>One Writer’s Share for Reading Fluency/ Public Speaking/Presenting</p> <p>STAR Reading Test (monthly)</p>	<p>20 Time Presentation</p> <p>Journal Entry (Character Perspective)</p> <p>Compare and Contrast Essay</p> <p>One Writer’s Share for Reading Fluency/ Public Speaking/Presenting</p> <p>STAR Reading Test (Monthly)</p> <p>2 Accelerated Reading Quizzes on Grade Appropriate, Self-selected Reading</p> <p>1 Accelerated Reading on Shared Reading/Book Club</p> <p>Membean Assessment (30-40 questions at the end of each unit)</p> <p>Teacher Conference on Reader’s Response Notebook (End of each unit)</p> <p>Nonfiction Comprehension Check; Generated from Storyworks Magazine or Paired Text</p>

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<p>Teacher Conference on Reader's Response Notebook (End of each unit) Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments</i></p>	
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<p>Renaissance Learning: Accelerated Reader; Independent, Instructional, and Diagnostic Reading Storyworks Magazine: Fiction/Nonfiction Reading, Writing, Vocabulary Building, Grammar Skills Units of Study for Teaching Reading; Reading Workshop 3-5 Study Island: Reading/Writing Membean: Vocabulary Building Newsela: Nonfiction Literacy/Current Events Various Grade Appropriate Novels: Read-Aloud, Shared Reading and Independent Reading Various Picture Books; School Library (20-25 Per Unit)</p>	<p>Google Keep: Research Tool/Organizing information Storyworks Infographic Template/Planning Pages Google Slideshow; Word Nerds, Acrostic Words, etc. Storyboardthat.com; Summarizing, Story Elements Readwritethink.org: Gathering research, summarizing, compare/contrast, interactive timeline tool Sports Illustrated for Kids Magazine National Geographic for Kids Dictionary.com, M-W.com, learnersdictionary.com Britannica School Discovery Education Word Study Notebook: marble composition Writer's Notebook: Student Choice Advanced Reader's Notebooks; Heinemann Typing Pal: keyboarding practice 5-Minute Proofreading Practice/Grammar Skills: SMARTboard interactive CD Pick-A-Prompt: Writing Topics Picture Prompts Wordle.net: Vocabulary Brain Pop: Instructional videos on various topics YouTube: Various skills and topics Magnetic Poetry; Writing Story Sparkers/Creative Cards/Story Cubes; Writing</p>

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	Teacher-made documents/quizzes/tests Book titles for Consideration: <ul style="list-style-type: none"> ● Tiny Creatures: The World of Microbes (Nicola Davies) ● Giant Squid (Candace Fleming) ● Tara and Bella: The Elephant and Dog who Became Best Friends (Carol Buckley) ● An Egg is Quiet (Dianna Hutts Aston) ● Creature Features: Twenty-Five Animals Explain why they Look the Way they do (Steve Jenkins) 	
Possible Assignments and Activities		
Writing: Graphic organizer Brochure design Research activities	Speaking: Question/answer session Word study	Multimedia: Flipgrid student responses Google doc collaboration for feedback on writing Technology Standards: 8.1.5.A.2 8.1.5.C.1 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4
Plan for Language Study		
Review: Conjunctions, Prepositions, & Interjections Perfect tenses Using underlining, quotation marks, or italics to indicate titles of works	New: Verb tenses to convey various times, sequences, states, & conditions Using correlative conjunctions (e.g. either/or, neither/nor) Using punctuation to separate items in a series	Academic Vocabulary: summarize paraphrase annotate cite citation infer context mood essay voice metacognition persuasive publish restate
Interdisciplinary Connections throughout the K-12 Curriculum: Unit 5 Grade 5		
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings 		

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- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.

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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

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