



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts – Grade 5

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

| Months | Reading | Writing |
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| Unit 1 September and October | Literary Elements Novel: <i>Lemonade War</i> | Personal Narrative Writer's Craft Narrative Writing PARCC Narrative Writing Task |

BCSE Curricular Framework English Language Arts – Grade 5

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| Grade: Fifth Grade | | Content: English Language Arts |
| Unit: 1 | | Time Frame: 43-45 days |
| New Jersey Student Learning Standards: READING LITERATURE | Skills | I Can Statements |
| <p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RL.5.1</p> <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. | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can make logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inference |
| <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the key elements/ideas of the story? How does the narrator or characters' behaviors contribute to the theme? | <p>RL.5.2.</p> <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 | <ul style="list-style-type: none"> I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem I can use text to find how the character's traits and actions determine the theme I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few as words as possible. |
| <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>Essential Questions:</p> | <ul style="list-style-type: none"> RL.5.4. Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes | <ul style="list-style-type: none"> I can figure out the meaning of an unusual words or phrase when I read by using context clues I can identify metaphors and similes as types of figurative language |

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| <ul style="list-style-type: none"> How does the author’s choice and use of words affect the meaning of the text? How does the author’s use of specific types of figurative language affect the meaning of the text? | <ul style="list-style-type: none"> Analyze similes and metaphors in text and how it impacts the reader | <ul style="list-style-type: none"> I can determine the meaning of figurative language when used in text |
| <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described</p> | <p>RL.5.6:</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>I can identify the narrator’s or speaker’s viewpoint in a text</p> <p>I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint</p> |
| <p>READING INFORMATIONAL TEXT NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RI.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can makes logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inferences |
| <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the main ideas and supporting details of the text? | <p>RI.5.2</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> I can identify several main ideas and connect the supporting details I can restate the main ideas and critical details I can maintain chronological or logical Order |
| <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> <p>Essential Questions:</p> | <p>RI.5.4</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 | <ul style="list-style-type: none"> I can use context clues to help unlock the meaning of unknown words/phrases I can use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases |

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| <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? | <ul style="list-style-type: none"> • Analyze similes and metaphors in text and how it impacts the reader | <ul style="list-style-type: none"> • I can determine the appropriate definition of words that have more than one meaning |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the point of view influence how the event is told? | <ul style="list-style-type: none"> • RI.5.6 • Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective | <ul style="list-style-type: none"> • I can tell how and why the events of an account are influenced by multiple viewpoints |
| <p>FOUNDATIONAL SKILLS NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I break words into parts to determine the meaning of the word? | <p>RF.5.3. A</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 | <ul style="list-style-type: none"> • I can use word-decoding strategies to read unfamiliar words • I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words • I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables • I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words |
| <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> | <p>RF.5.4 A-C</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, | <ul style="list-style-type: none"> • I can read with purpose and understanding <ul style="list-style-type: none"> • I can read grade-level text fluently and show comprehension through voice, timings, and expression • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues • I can reread with corrections when |

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does my fluency and accuracy affect my understanding of any text I read? • How does my reading need to change when I read different kinds of texts? | <p>fluency, and comprehension</p> | <p>necessary</p> <ul style="list-style-type: none"> • I can read prose and poetry aloud with accuracy, rate and expression • I can use context to know if I am reading accurately and can self-correct when necessary |
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| <p>New Jersey Learning Standards WRITING</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I use appropriate details and organization to express a real or imagined event? • How can I use appropriate techniques to express the event more effectively? | <p>W.5.1. A-D</p> <ul style="list-style-type: none"> • W.5.1 • 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 | <ul style="list-style-type: none"> • I can define narrative and describe the basic parts of plot • I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion • I can sequence the events in my story so that one event logically leads to the next • I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations • I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events • I can signal changes in time and place by using transition words, phrases, and clauses • I can write a logical conclusion when writing a narrative piece |
| <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</p> | <p>W.5.4</p> <ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) | <ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting |

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| <p>writing types are defined in standards 1-3 above.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I write? | <ul style="list-style-type: none"> • 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>structures (graphic organizers) to develop my writing ideas</p> <ul style="list-style-type: none"> • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? | <p>W.5.5</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) | <ul style="list-style-type: none"> • When someone helps me: • I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies • I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and/or collaborate? | <p>W.5.6</p> <ul style="list-style-type: none"> • Demonstrate keyboarding skills • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others | <ul style="list-style-type: none"> • When someone helps me: • I can use technology to produce and publish my writing • I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others • I can choose credible websites on the Internet that will help me compose, edit, and publish my writing • I can use proper keyboarding skills to compose and prepare my writing for publication • I can write a minimum of one page in one sitting |
| <p>W.5.7. <i>Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic</i></p> <p>Essential Question:</p> | <p>W.5.7</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 | <ul style="list-style-type: none"> • I can define research and explain how research is different from other types of writing • I can focus my research around a question/topic that is provided to determine my own research worthy |

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| <ul style="list-style-type: none"> How can I learn more about a topic by completing a research project? | <ul style="list-style-type: none"> Select relevant information from texts to support main ideas or claims Group like ideas to organize writing | <p>question</p> <ul style="list-style-type: none"> I can choose several sources to gather information to answer research question I can analyze the information found in my sources and determine if it provides enough support to answer my question |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to write regularly? Why is it important to adopt the routine of research, reflection, and revision? Why is it important to write for different reasons and different audiences? | <ul style="list-style-type: none"> W.5.10 Produce numerous pieces of writing over various time frames Develop skills in research Reflect on the choices made while writing Reflect on and revise writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | <ul style="list-style-type: none"> I can write for extended periods of time for many tasks, purposes and audiences I can recognize that different writing tasks require varied time frames to complete I can determine a writing format/style to fit my task, purpose, and/or audience can write for a variety of reasons |
| <p>New Jersey Learning Standards SPEAKING AND LISTENING</p> | <p>Skills</p> | <p>I Can Statements</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 SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How are my conversation skills dependent on the makeup of the group? What contributions can I make to the | <ul style="list-style-type: none"> SL.5.1A-D 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) | <ul style="list-style-type: none"> I can read or study material to be discussed <ul style="list-style-type: none"> I can list important information about the topic to be discussed I can identify and follow the agreed upon rules for discussion and carry out assigned roles I can ask questions when I do not understand I can stay on topic by making comments about the information being discussed I can make connections between the comments of others I can explain my own ideas and tell what I've learned from a discussion |

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| <p>conversation when I'm prepared and engaged?</p> | | |
| <p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do I need to think about the audience and purpose each time I speak? How do I decide when to use formal or informal English when speaking? | <ul style="list-style-type: none"> SL.5.6 Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks | <ul style="list-style-type: none"> I can identify various reasons for speaking I can adapt a speech for various tasks or situations I can compose a formal speech that demonstrates a command of grade 5 Language standards |
| <p>Language NJ Learning Standards</p> | <p>Skills</p> | <ul style="list-style-type: none"> I Can Statements |
| <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><i>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? | <p>L.5.1.</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 describe time, sequences, States and conditions in reading Convey various times, sequences, states and conditions Using verb tenses in writing | <ul style="list-style-type: none"> I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly |
| <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>L.5.2.A. Use punctuation to separate items in a series.*</i></p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>L.5.2. A,E,</p> <ul style="list-style-type: none"> Define and Identify items in a series Separate items in a series using appropriate punctuation Spell grade-appropriate words correctly Use references as needed to aid in spelling | <ul style="list-style-type: none"> I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly Apply comma rules to set off a tag question from the rest of the sentence Spell grade-appropriate words correctly Use references as needed to aid in spelling |

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| <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English mechanics for writing? | | |
| <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.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> | <p>L.5.4.</p> <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words | <ul style="list-style-type: none"> I can infer the meaning of unknown words using context clue I can recognize and define common Greek and Latin affixes and roots I can break down unknown words into units of meaning to infer the definition I can verify my inferred meaning of an unknown word by consulting reference materials |
| <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? <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> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? | <p>L.5.6</p> <ul style="list-style-type: none"> Use 5th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing contrast, addition, or other relationships Choose the most accurate word when discussing a particular topic Use knowledge of conjunctions to broaden vocabulary | <ul style="list-style-type: none"> I can recognize word relationships and use the relationships to further understand each of the word I can recognize the difference between general academic words and phrases I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression |

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Resources

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| <p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com www.pearsonsuccessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers</p> | <p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com</p> |
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| Differentiated Instruction <i>(content, process, product and learning environment)</i> | |
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| At Risk Students | English Language Learners |
| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> | <p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> |

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| <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> | <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p> |
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Special Education

Gifted and Talented

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| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> | <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p> |
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| <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> | |
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| Grade: Fifth Grade | | Content: English Language Arts |
| Unit: 2 | | Time Frame: 43-45 Days |
| New Jersey Student Learning Standards: READING LITERATURE | Skills | I Can Statements |
| <p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RL.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can make logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inference |
| <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the key elements/ideas of the story? How does the narrator or characters' behaviors contribute to the theme? | <p>RL.5.2.</p> <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 | <ul style="list-style-type: none"> I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem I can use text to find how the character's traits and actions determine the theme I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few as words as possible |
| READING INFORMATIONAL TEXT NJ Learning Standards | Skills | I can Statements |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RI.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can makes logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inferences |

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| <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I briefly and accurately express the main ideas and supporting details of the text? | <p>RI.5.2</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • I can identify several main ideas and connect the supporting details • I can restate the main ideas and critical details • I can maintain chronological or logical Order |
| <p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I break words into parts to determine the meaning of the word? | <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 | <p>I can explain how two or more specific events, ideas, concepts, or individuals are connected</p> <ul style="list-style-type: none"> • I can use specific events, ideas, concepts from the informational reading that I do to explain what happened and why |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? | <ul style="list-style-type: none"> • RI.5.4 • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Analyze similes and metaphors in text and how it impacts the reader | <ul style="list-style-type: none"> • I can use context clues to help unlock the meaning of unknown words/phrases • I can use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases • I can determine the appropriate definition of words that have more than one meaning |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the point of view influence how the event is told? | <ul style="list-style-type: none"> • RI.5.6 • Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective | <ul style="list-style-type: none"> • I can tell how and why the events of an account are influenced by multiple viewpoints |

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| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use multiple resources to quickly and efficiently solve a problem? | <p>RI.5.7.</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 | <ul style="list-style-type: none"> • I can locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose |
| <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> <p>Essential Question:</p> <p>How does the author use reason and evidence to support the text?</p> | <p>RI.5.8</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 | <ul style="list-style-type: none"> • I can distinguish fact from opinion • I can support with evidence from the text • I can determine author’s main purpose |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does identifying and integrating information from the text help me to write and speak about the subject? | <p>RI.5.9</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) <p>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject each perspective</p> | <ul style="list-style-type: none"> • I can develop notes to organize my thinking while reading several different sources • I can categorize notes from the different sources • I can interpret notes for a report • I can create a finished product that paraphrases what I learned |
| <p>FOUNDATIONAL SKILLS NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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</p> | <p>RF.5.3. A</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 | <ul style="list-style-type: none"> • I can use word-decoding strategies to read unfamiliar words • I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words • I can analyze the structure of words by finding |

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| <p>multisyllabic words in context and out of context.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I break words into parts to determine the meaning of the word? | | <p>compound words, roots, prefixes, suffixes, and syllables</p> <ul style="list-style-type: none"> • I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does my fluency and accuracy affect my understanding of any text I read? • How does my reading need to change when I read different kinds of texts? | <p>RF.5.4 A-C</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 | <ul style="list-style-type: none"> • I can read with purpose and understanding • I can read grade-level text fluently and show comprehension through voice, timings, and expression • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues. • I can reread with corrections when necessary. • I can read prose and poetry aloud with accuracy, rate and expression. • I can use context to know if I am reading accurately and can self-correct when necessary. |
| <p>New Jersey Learning Standards WRITING</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <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</p> | <p>W.5.2. A-E</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 | <ul style="list-style-type: none"> • I can define narrative and describe the basic parts of plot • I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion • I can sequence the events in my story so that one event logically leads to the next • I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations • I can use concrete words and phrases as well as sensory details to help my reader understand the |

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| <p>contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I use information to express an idea? • How can I use domain-specific vocabulary to express ideas accurately? | <p>and information</p> <ul style="list-style-type: none"> • Write a conclusion that is related to the information or explanation | <p>experiences and events</p> <ul style="list-style-type: none"> • I can signal changes in time and place by using transition words, phrases, and clauses • I can write a logical conclusion when writing a narrative piece |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I write? | <p>W.5.4</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 | <ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (graphic organizers) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? | <p>W.5.5</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>When someone helps me:</p> <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies • I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and /or collaborate? | <p>W.5.6</p> <ul style="list-style-type: none"> • Demonstrate keyboarding skills • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • | <p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use technology to produce and publish my writing • I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others |

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| | | <ul style="list-style-type: none"> • I can choose credible websites on the Internet that will help me compose, edit, and publish my writing • I can use proper keyboarding skills to compose and prepare my writing for publication • I can write a minimum of one page in one sitting |
| <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I recall and organize information accurately? • How can I collect and organize information accurately? • Why is it important for me to know how to summarize and paraphrase others' work? | <p>W.5.8</p> <ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories | <ul style="list-style-type: none"> • I can choose credible websites on the Internet that will help me compose, edit, and publish my writing • I can use proper keyboarding skills to compose and prepare my writing for publication • I can write a minimum of one page in one sitting |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? | <ul style="list-style-type: none"> • W.5.10 • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | <ul style="list-style-type: none"> • I can write for extended periods of time for many tasks, purposes and audiences • I can recognize that different writing tasks require varied time frames to complete • I can determine a writing format/style to fit my task, purpose, and/or audience • I can write for a variety of reasons |
| <p>Speaking and Listening NJ Learning Standards</p> | <p>Skills</p> | <p>I can Statements</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> | <ul style="list-style-type: none"> • SL.5.1A-D • 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 | <ul style="list-style-type: none"> • I can read or study material to be discussed • I can list important information about the topic to be discussed • I can identify and follow the agreed upon rules for discussion and carry out assigned roles • I can ask questions when I do not understand • I can stay on topic by making comments about |

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| <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 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"> 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>the information being discussed</p> <ul style="list-style-type: none"> I can make connections between the comments of others I can explain my own ideas and tell what I’ve learned from a discussion |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> How are my conversation skills dependent on the makeup of the group? What contributions can I make to the conversation when I’m prepared and engaged? | | |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> How can you orally summarize a read aloud? | <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 | <ul style="list-style-type: none"> I can orally identify key points and supporting details of a text read aloud I can summarize orally a text read aloud or presented in multiple formats |
| <p>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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the way I organize my presentation affect how my audience hears and understands the message? | <ul style="list-style-type: none"> SL.5.4 Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions | <p>I can determine a logical sequence for presenting my ideas and facts</p> <ul style="list-style-type: none"> I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme I can report my information by speaking clearly at an appropriate pace |
| <p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do I need to think about the audience and purpose each time I speak? How do I decide when to use formal or informal English when speaking? | <ul style="list-style-type: none"> SL.5.6 Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks | <ul style="list-style-type: none"> I can identify various reasons for speaking I can adapt a speech for various tasks or situations I can compose a formal speech that demonstrates a command of grade 5 Language standards |

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| Language NJ Learning Standards | Skills | I Can Statements |
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| <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.C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English grammar when I write or speak? | <p>L.5.1.</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 describe time, sequences, States and conditions in reading Convey various times, sequences, states and conditions Using verb tenses in writing | <ul style="list-style-type: none"> I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly |
| <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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.E. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English mechanics for writing? | <p>L.5.2. B,E,</p> <ul style="list-style-type: none"> Outline comma rules for setting off the words yes and no, tag questions, and direct address Identify introductory words and phrases Separate an introductory element from the rest of the sentence by using commas Spell grade-appropriate words correctly Use references as needed to aid in spelling | <ul style="list-style-type: none"> I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly Apply comma rules to set off a tag question from the rest of the sentence 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</p> | <p>L.5.3</p> <ul style="list-style-type: none"> Identify sentences in writing that need revision Revise writing by expanding, combining, and reducing sentences | <p>I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one</p> |

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| <p>(e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? | <ul style="list-style-type: none"> • Determine similarities and differences in the presentation of English used in stories | <p>subordinate clause) sentence structures</p> <ul style="list-style-type: none"> • I can determine when to use varied sentence structures to create meaning, interest, and style in my writing • I can compare how authors use variations of English in stories, dramas, or poems • I can contrast how authors use variations of English in stories, dramas, or poems |
| <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.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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? | <p>L.5.4.</p> <ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words | <ul style="list-style-type: none"> • I can infer the meaning of unknown words using context clue • I can recognize and define common Greek and Latin affixes and roots • I can break down unknown words into units of meaning to infer the definition • I can verify my inferred meaning of an unknown word by consulting reference materials |
| <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</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What strategies will I use to learn and use word that are specific to the things I study? | <p>L.5.6</p> <ul style="list-style-type: none"> • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary | <ul style="list-style-type: none"> • his/her intended meaning • I can recognize word relationships and use the relationships to further understand each of the word • I can recognize the difference between general academic words and phrases • I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression |

| Resources | |
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| <p>https://sso.rumba.pk12ls.com/ EnvisionMath</p> <ul style="list-style-type: none"> ● Benchmarks Assessments ● Fluency Practice ● Vocabulary Review ● Topic Assessments | <p>www.mobymax.com www.iready.com www.abcya.com www.khanacademy.com www.funbrain.com www.splashlearn.com</p> |

| Differentiated Instruction <i>(content, process, product and learning environment)</i> | |
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| At Risk Students | English Language Learners |
| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> | <p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses</p> |

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| <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> | <p>(thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p> |
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Special Education

Gifted and Talented

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Use of lab or experiments to give visual representation of concept
- Ask students to restate information, directions, and assignments.
- Preteach vocabulary
- Repetition and practice
- Model skills / techniques to be mastered.
- Use manipulatives and visual representation to examine
- Breakdown large assignments into smaller tasks
- Extended time to complete class work
- Provide copy of class notes

Extension Activities

- Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking
- Create alternative assessment which requires writing, research and presentation

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| <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> | |
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| Grade: Fifth Grade | | Content: English Language Arts |
| Unit: 3 | | Time Frame: 43-45 days |
| New Jersey Student Learning Standards: READING LITERATURE | Skills | I Can Statements |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RL.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can make logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inference |
| <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? How can I briefly and accurately express the key elements/ideas of the story? How does the narrator or characters' behaviors contribute to the theme? | <p>RL.5.2.</p> <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 | <ul style="list-style-type: none"> I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem I can use text to find how the character's traits and actions determine the theme I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few as words as possible |
| <p>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).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does the interactions of any of the story elements affect the text? | <p>RL.5.3:</p> <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 | <ul style="list-style-type: none"> I can find similarities between two or more characters, settings, or events I can find differences between two or more characters, settings, or events |
| <p>RL.5.4. Determine the meaning of words and phrases as</p> | <p>RL.5.4</p> | <ul style="list-style-type: none"> I can figure out the meaning of an unusual words |

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| <p>they are used in a text, including figurative language such as metaphors and similes.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s choice and use of words affect the meaning of the text? • How does the author’s use of specific types of figurative language affect the meaning of the text? | <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>or phrase when I read by using context clues</p> <ul style="list-style-type: none"> • I can identify metaphors and similes as types of figurative language • I can determine the meaning of figurative language when used in text |
| <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>Essential Questions:</p> <p>How do the components of the text contribute to the overall structure?</p> | <p>RL.5.5:</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 | <ul style="list-style-type: none"> • I can explain the structure of a story, drama, or poem • I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole |
| <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the point of view influence how the story is told? | <p>RL.5.6:</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 | <ul style="list-style-type: none"> • I can identify the narrator’s or speaker’s viewpoint in a text • I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the meaning of a text change based on visual and multimedia elements? | <p>RL.5.7</p> <ul style="list-style-type: none"> • Synthesize information from multiple sources • Use media efficiently to answer questions and to solve problems | <ul style="list-style-type: none"> • I can explain the elements of visual and multimedia presentations • I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of 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</p> | <p>RL.5.9</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) | <ul style="list-style-type: none"> • I can identify characteristics of fictional genres • I can compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility) |

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| <p>from different cultures.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do different stories the same genre approach similar themes and topics | <ul style="list-style-type: none"> 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) | |
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| <p>READING INFORMATIONAL TEXT NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RI.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can makes logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inferences |
| <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the main ideas and supporting details of the text? | <p>RI.5.2</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> I can identify several main ideas and connect the supporting details I can restate the main ideas and critical details I can maintain chronological or logical order |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the point of view influence how the event is told? | <p>RL.5.6:</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>As few of words as possible.</p> <ul style="list-style-type: none"> I can tell how and why the events of an account are influenced by multiple viewpoints |
| <p>New Jersey Learning Standards FOUNDATIONAL SKILLS</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology</p> | <p>RF.5.3. A</p> <ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling | <p>I can use word-decoding strategies to read unfamiliar words</p> <ul style="list-style-type: none"> I can use my knowledge of consonant blends, |

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| <p>(e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I break words into parts to determine the meaning of the word? | <p>multisyllabic words</p> | <p>long-vowel patterns and short vowel patterns to decode words</p> <ul style="list-style-type: none"> I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does my fluency and accuracy affect my understanding of any text I read? How does my reading need to change when I read different kinds of texts? | <p>RF.5.4 A-C</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 | <ul style="list-style-type: none"> I can read with purpose and understanding I can read grade-level text fluently and show comprehension through voice, timings, and expression I can recognize when a word I have read does not make sense within the text I can self-correct misread or misunderstood words using context clues I can reread with corrections when necessary I can read prose and poetry aloud with accuracy, rate and expression I can use context to know if I am reading accurately and can self-correct when necessary |
| <p>New Jersey Learning Standards</p> <p>WRITING</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <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> | <p>W.5.3 A-E</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 | <ul style="list-style-type: none"> I can define narrative and describe the basic parts of plot I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion I can sequence the events in my story so that one event logically leads to the next I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events I can signal changes in time and place by using |

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| <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I use appropriate details and organization to express a real or imagined event? • How can I use appropriate techniques to express the event more effectively? | <p>experiences or events</p> | <p>transition words, phrases, and clauses</p> <ul style="list-style-type: none"> • I can write a logical conclusion when writing a narrative piece |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I write? | <p>W.5.4</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 | <ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (graphic organizers) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does the writing process make me a better writer? | <p>W.5.5</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>When someone helps me:</p> <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a well-developed piece of writing requires more than one draft • I can apply revision strategies • I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can prepare multiple drafts using revisions and edits to develop and strengthen my writing • I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can technology be used as a tool to write, publish, and/or collaborate? | <p>W.5.6</p> <ul style="list-style-type: none"> • Demonstrate keyboarding skills • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • | <p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use technology to produce and publish my writing • I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others <ul style="list-style-type: none"> • I can choose credible websites on the Internet that will help me compose, edit, and publish my writing • I can use proper keyboarding skills to compose and prepare my writing for publication • I can write a minimum of one page in one sitting |

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| <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use evidence to support my purpose? | <ul style="list-style-type: none"> W.5.9 Use strategies for reading literary and informational text to investigate topics Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events Explain how an author uses proof to support a point in informational text Prove each point with evidence from the text Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | <ul style="list-style-type: none"> I can choose credible websites on the Internet that will help me compose, edit, and publish my writing I can use proper keyboarding skills to compose and prepare my writing for publication I can write a minimum of one page in one sitting |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to write regularly? Why is it important to adopt the routine of research, reflection, and revision? Why is it important to write for different reasons and different audiences? | <ul style="list-style-type: none"> W.5.10 Produce numerous pieces of writing over various time frames Develop skills in research Reflect on the choices made while writing Reflect on and revise writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose | <ul style="list-style-type: none"> I can write for extended periods of time for many tasks, purposes and audiences I can recognize that different writing tasks require varied time frames to complete I can determine a writing format/style to fit my task, purpose, and/or audience I can write for a variety of reasons |
| <p>New Jersey Learning Standards SPEAKING AND LISTENING</p> | <p>Skills</p> | <p>I Can Statements</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</p> | <ul style="list-style-type: none"> SL.5.1 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 | <ul style="list-style-type: none"> I can read or study material to be discussed I can list important information about the topic to be discussed I can identify and follow the agreed upon rules for discussion and carry out assigned roles I can ask questions when I do not understand I can stay on topic by making comments about the information being discussed I can make connections between the comments of others |

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| <p>making comments that contribute to the discussion and elaborate on the remarks of others</p> | <p>speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</p> | <ul style="list-style-type: none"> • I can explain my own ideas and tell what I’ve learned from a discussion |
| <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Essential Questions:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I’m prepared and engaged? | | |
| <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). Essential Question:</p> <ul style="list-style-type: none"> • How can you orally summarize a read aloud? | <ul style="list-style-type: none"> • SL.5.2 • Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats | <ul style="list-style-type: none"> • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can summarize the information gathered to determine the main idea and support details |
| <p>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. Essential Question:</p> <ul style="list-style-type: none"> • How does the way I organize my presentation affect how my audience hears and understands the message? | <ul style="list-style-type: none"> • SL.5.4 • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions | <p>I can determine a logical sequence for presenting my ideas and facts</p> <ul style="list-style-type: none"> • I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme • I can report my information by speaking clearly at an appropriate pace |
| <p>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.) Essential Questions:</p> <ul style="list-style-type: none"> • Why do I need to think about the audience and purpose each time I speak? • How do I decide when to use formal or informal English when speaking? | <ul style="list-style-type: none"> • SL.5.6 • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks | <ul style="list-style-type: none"> • I can identify various reasons for speaking • I can adapt a speech for various tasks or situations • I can compose a formal speech that demonstrates a command of grade 5 Language standards |
| <p>New Jersey Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |

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| LANGUAGE | | |
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| <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.D. Recognize and correct inappropriate shifts in verb tense.*</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English grammar when I write or speak? | <p>L.5.1.</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 and correct inappropriate shifts in verb tense in writing | <ul style="list-style-type: none"> I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly |
| <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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.E. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to me to know and follow the rules of Standard English mechanics for writing? | <p>L.5.2</p> <ul style="list-style-type: none"> Outline comma rules for setting off the words yes and no, tag questions, and direct address Apply comma rules to set off the words yes and no in sentences Apply comma rules to set off a tag question from the rest of the sentence Apply comma rules to indicate direct address Indicate a title by using the proper punctuation for the text Spell grade-appropriate words correctly Use references as needed to aid in spelling | <ul style="list-style-type: none"> Apply comma rules to set off a tag question from the rest of the sentence 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.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise</p> | <p>L5.4.</p> <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words | <ul style="list-style-type: none"> I can infer the meaning of unknown words using context clue I can recognize and define common Greek and Latin affixes and roots I can break down unknown words into units of meaning to infer the definition I can verify my inferred meaning of an unknown word by consulting reference materials |

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| <p>meaning of keywords and phrases.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? | | |
| <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., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I show I know how to use words accurately and effectively? | <p>L.5.5</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 meaning in related words, like homographs | <ul style="list-style-type: none"> I can define an identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia) I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning I can recognize word relationships and use the relationships to further understand each of the word |
| | | <ul style="list-style-type: none"> his/her intended meaning I can recognize word relationships and use the relationships to further understand each of the word |
| <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> | <p>L.5.6</p> <ul style="list-style-type: none"> Use 5th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing contrast, addition, or other relationships Choose the most accurate word when discussing a particular | <ul style="list-style-type: none"> I can recognize the difference between general academic words and phrases I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and |

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| <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? | <p>topic</p> <ul style="list-style-type: none"> Use knowledge of conjunctions to broaden vocabulary | <p>expression</p> |
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Resources

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| <p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>www.pearsonrealize.com www.pearsonsuccessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers</p> | <p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com www.iready.com www.kidsa-z.com</p> |
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Differentiated Instruction
(content, process, product and learning environment)

| At Risk Students | English Language Learners |
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| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> | <p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to</p> |

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| <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> | <p>visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p> |
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Special Education

Gifted and Talented

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| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> | <p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p> |
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| <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> | |
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| Grade: Fifth Grade | | Content: English Language Arts |
| Unit: 4 | | Time Frame: 43-45 days |
| New Jersey Student Learning Standards: READING LITERATURE | Skills | I Can Statements |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RL.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can make logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inference |
| <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? How can I briefly and accurately express the key elements/ideas of the story? How does the narrator or characters' behaviors contribute to the theme? | <p>RL.5.2</p> <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 | <ul style="list-style-type: none"> I can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem I can use text to find how the character's traits and actions determine the theme I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few as words as possible I can identify the theme (Moral, lesson,) |
| <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>Essential Questions:</p> <ul style="list-style-type: none"> How does the author's choice and use of words affect the meaning of the text? How does the author's use of specific types of figurative language affect the meaning of the | <p>RL.5.4</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 | <ul style="list-style-type: none"> I can figure out the meaning of an unusual words or phrase when I read by using context clues I can identify metaphors and similes as types of figurative language I can determine the meaning of figurative language when used in text |

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| text? | | |
| <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>Essential Questions:</p> <ul style="list-style-type: none"> How do the components of the text contribute to the overall structure? | <p>RL.5.5:</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 | <ul style="list-style-type: none"> I can explain the structure of a story, drama, or poem I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole |
| <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the point of view influence how the story is told? | <p>RL.5.6:</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 | <ul style="list-style-type: none"> I can identify the narrator's or speaker's viewpoint in a text I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint |
| <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>Essential Question:</p> <ul style="list-style-type: none"> What strategies am I using to become an independent and Proficient: reader of literary texts? | <p>RL.5.10</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 | <ul style="list-style-type: none"> I can read and understand stories at my grade level I can read a variety of informational texts at many levels with and without the support of my teacher I can read a variety of informational texts as needed at the high end of my range I can reread text to find more information or clarify ideas |
| <p>READING INFORMATIONAL TEXT NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statement</p> |
| <p>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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do readers quote from what they read? | <p>RI.5.1</p> <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 | <ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can makes logical conclusions based on the evidence in the text I can create lists of clues stated in the text to support my inferences |

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| | from the text | |
| <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the main ideas and supporting details of the text? | <p>RI.5.2.</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> I can identify several main ideas and connect the supporting details I can restate the main ideas and critical details I can maintain chronological or logical order in as few of words as possible |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I learn and use academic vocabulary appropriately? How can I learn and use domain-specific vocabulary appropriately? <p>Essential Questions:</p> | <p>RI.5.4.</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 | <ul style="list-style-type: none"> I can use context clues to help unlock the meaning of unknown words/phrases I can use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases I can determine the appropriate definition of words that have more than one meaning |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does the text structure help me understand the text? Why does the structure of the text matter? What are the differences between text structures in different types of text? | <p>RI.5.5:</p> <ul style="list-style-type: none"> Find the similarities and differences in the structure of two or more texts Determine the impact of the structure on text meaning | <ul style="list-style-type: none"> I can identify text structure specific to informational text I can compare and contrast the structure of events, ideas, concepts, and information two or more text I can compare the purpose of the text structure |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the point of view influence how the event is told? | <p>RI.5.6:</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 | <ul style="list-style-type: none"> I can tell how and why the events of an account are influenced by multiple viewpoints |

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| <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> <p>Essential Question: How do I identify and integrate information from the texts on the same topics?</p> | <p>RI 5.9</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 | <ul style="list-style-type: none"> • I can develop notes to organize my thinking while reading several different sources • I can categorize notes from the different sources • I can interpret notes for a report • I can create a finished product that paraphrases what I learned |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • What strategies am I using to become an independent and Proficient: reader of informational texts? | <p>RI.5.10</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 | <ul style="list-style-type: none"> • I can read and understand informational texts at my grade level • I can read a variety of informational texts at many levels with and without the support of my teacher • I can read a variety of informational texts as needed at the high end of my range • I can use reading strategies to help me understand difficult complex text |
| <p>FOUNDATIONAL SKILLS NJ Learning Standards</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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> | <p>RF.5.</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 | <ul style="list-style-type: none"> • I can use word-decoding strategies to read unfamiliar words • I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words • I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables • I can use my analysis of word structure to help me |

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| <p>Essential Question:</p> <ul style="list-style-type: none"> How can I break words into parts to determine the meaning of the word? | | <p>decode unfamiliar multi-syllabic words</p> |
| <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does my fluency and accuracy affect my understanding of any text I read? How does my reading need to change when I read different kinds of texts? | <p>RF.5.4</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 | <ul style="list-style-type: none"> I can read with purpose and understanding I can read grade-level text fluently and show comprehension through voice, timings, and expression I can recognize when a word I have read does not make sense within the text I can self-correct misread or misunderstood words using context clues I can reread with corrections when necessary I can read prose and poetry aloud with accuracy, rate and expression I can use context to know if I am reading accurately and can self-correct when necessary |
| <p>New Jersey Learning Standards WRITING</p> | <p>Skills</p> | <p>I Can Statements</p> |
| <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of 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> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use reasons to support my opinion? | <p>W.5.2. A-E</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 | <ul style="list-style-type: none"> I can define narrative and describe the basic parts of plot I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion I can sequence the events in my story so that one event logically leads to the next I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events I can signal changes in time and place by using transition words, phrases, and clauses I can write a logical conclusion when writing a |

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| <ul style="list-style-type: none"> How can I use information to support my opinion? <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use information to express an idea? How can I use domain-specific vocabulary to express ideas accurately? <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use information to express an idea? How can I use domain-specific vocabulary to express ideas accurately? | <ul style="list-style-type: none"> Write a conclusion that is related to the information or explanation | <p>narrative piece</p> |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> Why do I write? | <p>W.5.4</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 | <ul style="list-style-type: none"> I can write a logical conclusion when writing a narrative place. I can identify the writing style that best fits my task, purpose, and audience I can use organizational/formatting structures (graphic organizers) to develop my writing ideas I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the writing process make me a better writer? | <p>W.5.5</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) | <ul style="list-style-type: none"> I can use prewriting strategies to formulate ideas I can recognize that a well-developed piece of writing requires more than one draft I can apply revision strategies I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. <ul style="list-style-type: none"> I can prepare multiple drafts using revisions and edits to develop and strengthen my writing I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach |
| <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> <p>Essential Question:</p> | <p>W.5.6</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 | <ul style="list-style-type: none"> I can use technology to produce and publish my writing <ul style="list-style-type: none"> I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others I can choose credible websites on the Internet that will help me compose, edit, and publish my writing |

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| <ul style="list-style-type: none"> How can technology be used as a tool to write, publish, and/or collaborate? | | <ul style="list-style-type: none"> I can use proper keyboarding skills to compose and prepare my writing for publication I can write a minimum of one page in one sitting |
| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I learn more about a topic by completing a research project? | <p>W.5.7</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 | <ul style="list-style-type: none"> I can define research and explain how research is different from other types of writing I can focus my research around a question/topic that is provided to determine my own research worthy question I can choose several sources to gather information to answer research question I can analyze the information found in my sources and determine if it provides enough support to answer my question |
| <p>W.5.8. (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I recall and organize information accurately? How can I collect and organize information accurately? Why is it important for me to know how to summarize and paraphrase others' work? | <p>W.5.8</p> <ul style="list-style-type: none"> Locate information from print and digital sources Integrate information from personal experiences Include a list of sources used Take notes on information gathered from the sources to support the topic Synthesize information to avoid plagiarism Organize information into categories | <ul style="list-style-type: none"> I can recall and gather important information from print and digital sources I can take notes and organize information and list the sources that I have used I can sort the information from my notes into provided categories I can prepare a list of sources used during my research |
| <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use evidence to support my purpose? | <p>W.5.9</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 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 | <ul style="list-style-type: none"> I can define textual evidence (“word for word” support) I can determine textual evidence that supports my analysis, reflection, and/or research I can analyze facts through compare/contrast, cause/effect, categorize, or sequence I can defend my reaction that is defined by the facts I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research |
| <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and</p> | <p>W.5.10</p> <ul style="list-style-type: none"> Produce numerous pieces of writing over various time frames | <ul style="list-style-type: none"> I can write for extended periods of time for many tasks, purposes and audiences |

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| <p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • I can recognize that different writing tasks require varied time frames to complete • I can determine a writing format/style to fit my task, purpose, and/or audience • I can write for a variety of reasons |
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| <p>New Jersey Learning Standards SPEAKING AND LISTENING</p> | <p>Skills</p> | <p>I Can Statements</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 conclusions in light of information and knowledge gained from the discussions.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? | <p>SL.5.1 A-D</p> <ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) | <ul style="list-style-type: none"> • I can read or study material to be discussed • I can list important information about the topic to be discussed • I can identify and follow the agreed upon rules for discussion and carry out assigned roles • I can ask questions when I do not understand • I can stay on topic by making comments about the information being discussed • I can make connections between the comments of others • I can explain my own ideas and tell what I've learned from a discussion |
| <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I decide place(s) in a presentation to use audio recording or visual displays? | <p>SL.5.5</p> <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 development of main ideas or themes | <p>I can identify main ideas or theme in my presentation that could be enhanced</p> <ul style="list-style-type: none"> • I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes |

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| <p>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.)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I need to think about the audience and purpose each time I speak? • How do I decide when to use formal or informal English when speaking? | <p>SL.5.6.</p> <ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks | <ul style="list-style-type: none"> • I can identify various reasons for speaking • I can adapt a speech for various tasks or situations • I can compose a formal speech that demonstrates a command of grade 5 Language standards |
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| Language NJ Learning Standards | Skills | I Can Statements |
| <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.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important for me to know and follow the rules of Standard English grammar when I write or speak? | <p>L.5.1. A,E</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 • Define correlative conjunctions and explain the purpose • Use correlative conjunctions appropriately when writing or speaking | <ul style="list-style-type: none"> • I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence • I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence • I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence • I can identify common correlative conjunctions and use them correctly when writing |
| <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to me to know and follow the rules of standard English mechanics for writing? | <p>L.5.2. D-E</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 • Spell grade-appropriate words correctly • Use references as needed to aid in spelling | <ul style="list-style-type: none"> • I can determine when to capitalize words • I can identify items in a series and punctuate them correctly <p>I can identify titles of works and choose the correct formatting style</p> <ul style="list-style-type: none"> • I can identify misspelled words and use resources to assist me in spelling correctly |

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| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I know which strategy to use to make meaning of words and phrases? | <p>L.5.4</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 | <ul style="list-style-type: none"> • I can infer the meaning of unknown words using context clues • I can recognize and define common Greek and Latin affixes and roots • I can break down unknown words into units of meaning to infer the definition • I can verify my inferred meaning of an unknown word by consulting reference materials |
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| <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> <p>Essential Question:</p> <ul style="list-style-type: none"> • What strategies will I use to learn and use words that are specific to the things I study? | <p>L.5.6.</p> <ul style="list-style-type: none"> • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary | <ul style="list-style-type: none"> • I can recognize the difference between general academic words and phrases • I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression |
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Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman

Readers and Writers Notebook

Fresh Reads Weekly Test

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.readinga-z.com

www.mobymax.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.studyisland.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

www.storylineonline.com

www.puzzlemakers.com

www.iready.com

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Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Use of lab or experiments to give visual representation of concept
- Ask students to restate information, directions, and assignments.
- Work within group or partners
- Repetition and practice
- Model skills / techniques to be mastered.
- Use metacognitive work
- Extended time to complete class work
- Provide copy of class notes
- Student may request to use a computer to complete assignments.
- Use manipulatives to examine concepts
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

Modifications for Classroom

- Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)
- Preteach vocabulary
- Use graphic organizers or other visual models
- Use of manipulatives to visualize concept
- Highlight key vocabulary-chart or vocabulary bank
- Use of nonverbal responses
(thumbs up/down)
- Use sentence frames
- Design questions for different proficiency levels
- Utilize partners and partner talk

Special Education

Gifted and Talented

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| <p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> | <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p> |
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