

Maywood Public Schools

**English Language
Arts
Grade 5**

Grade 5 English Language Arts

I. Introduction/Overview/Philosophy

Success in school and the workplace requires that individuals know how to read, interpret and synthesize information in order to be able to write effectively. To that end, this course of study includes multiple exposures to critical skills, strategies, and instructional techniques necessary to meet these goals. In addition, this curriculum recognizes that reading, writing, listening, and speaking are interconnected areas of English language arts. Students will be encouraged to become fluent readers and writers who construct meaning through text. Success in school and the workplace requires that individuals know how to read, interpret, and synthesize information. To that end, this course of study includes multiple exposures to critical skills, strategies, and instructional techniques necessary to meet these goals. In order for reading to be relevant, students will be encouraged to draw upon background knowledge and prior experiences. Reading and writing are skills that continue to improve through practice rather than learned though skills taught in isolation. This curriculum will provide opportunities for such practice. The ultimate goal of the curriculum is to produce readers and writers who are thoughtful and purposeful.

This curriculum enables students to recognize that what they hear, write, and view contributes to the context and quality of their oral and written language. Instruction will be provided to afford students the opportunities to use language for a variety of purposes. Strategies will be implemented that will enable students to vary forms, style, and convention in order to write for different audiences, contexts, and purposes. They will learn that writing is a process and become familiar with each step of the process. Literacy is the ability to derive and convey meaning, and use knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written. By utilizing critical thinking, students will be able to implement the skills they learn, which will enhance the process of learning and knowing.

II. Objectives

Course Outline:

- A. Grammar Usage and Mechanics
 - A. Parts of a sentence
 - B. Nouns
 - C. Verbs
 - D. Adjectives
 - E. Capitalization and punctuation
 - F. Pronouns
 - G. Adverbs
 - H. Prepositions
 - I. Synonyms
 - J. Antonyms
 - K. Homonyms
- B. Writing, Listening, Speaking
 - Writing
 - Personal narrative
 - Story

- Compare and contrast
 - Research report
 - Express an opinion
 - Persuade
 - Book report
 - Business letter
 - Poetry
 - simile
 - metaphor
 - idiom
 - personification
 - onomatopoeia
 - alliteration
 - Regional and cultural vocabulary
 - Spelling
 - phonics
 - prefix
 - suffix
 - root/base word
 - word usage
 - Maintain writing portfolios
- B. Listening
- for information
 - to an opinion
 - to a panel discussion
 - to persuasive tactics
 - to take messages
 - to participate in interviews
 - to regional and cultural vocabulary
- C. Speaking
- Dramatizing
 - Comparing print to film
 - Giving and following instructions
 - Presenting oral reports
 - Participating in panel discussion
 - Leaving messages
 - Giving interviews
 - Using regional and cultural vocabulary
- c. Reading For Purpose
- A. Sequence
 - B. Character
 - C. Generalizations
 - D. Cause and effect
 - E. Author's purpose
 - Inform
 - Persuade
 - Entertain
 - F. Steps in a process

- G. Graphic sources
 - H. Fact and opinion
 - I. Author's viewpoint
 - J. Drawing conclusions
 - K. Plot
 - L. Text structure
 - M. Summarizing
 - N. Compare and contrast
 - O. Main idea and supporting details
 - P. Predicting
 - Q. Context clues
 - R. Setting
 - S. Paraphrasing
 - T. Visualizing
 - U. Theme
 - V. Making judgments
 - W. Pleasure/book of choice
- D. Genres
- A. Fiction
 - Classic
 - Realistic
 - Historical
 - B. Informational articles
 - C. Fantasy
 - Classic
 - Animal
 - D. Biography
 - Fictionalized
 - Literary diary
 - Personal essay
 - E. Poetry
 - Concrete
 - Classic narrative
 - F. Autobiography
 - G. Graphic sources
 - H. Nonfiction
 - Narrative
 - Expository
 - Historical
 - How-to
 - News articles/newspapers
 - I. Profile
 - J. Using technology
 - K. Mystery
 - L. Textbook articles
 - M. Play adaptation
 - N. Myths and legends
 - Folk tale

- Fall tale
- Fairy tale

O. Letters

Student Outcomes:

After successfully completing this course, the student will be able to:

- Understand the concepts of print
- Identify, segment, and combine phonemes
- Read high frequency words
- Demonstrate knowledge of vocabulary and word study
- Reading Comprehension
 - a. Activate background knowledge
 - b. Make connections
 - c. Self-monitor comprehension
 - d. Retell and summarize
 - e. Make inferences
- Distinguish various text types/genres
- Use and evaluate story elements
- Use and evaluate text structures and text features
- Appreciate author’s craft
- Respond to text
- Set purpose for reading
- Understand and use text features
- Understand and use text structures
- Read critically
- Write with purpose
 - a. Narrative
 - b. Informative
 - c. Opinion

***NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS***

Grade 5

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 5 Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. 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.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.

Range of Reading and Level of Text Complexity

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 5**Progress Indicators for Reading Foundation Skills****Phonics and Word Recognition**

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- 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.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing**Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 5**Progress Indicators for Writing****Text Types and Purposes**

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

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.

Anchor Standards for Speaking and Listening**Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 5**Progress Indicators for Speaking and Listening****Comprehension and Collaboration**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Anchor Standards for Language**Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 5**Progress Indicators for Language****Conventions of Standard English**

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.

- E. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

21ST CENTURY LIFE AND CAREERS CAREER READY PRACTICES

CRPI Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing

solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

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

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

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

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

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

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

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

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

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

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

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

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

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF

TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS**STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

- 9.2.8.B.1 – Research careers within the 16 Career Clusters ® and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas if interest, goals and an educational plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III. Proficiency Levels

This curriculum is appropriate for all students in Grade 5.

IV. Methods of Assessment**Student Assessment**

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

- Formal
 - DRA
 - Published tests
 - Teacher-made tests
 - Individual student writing portfolios
 - Homework
 - Class work
 - Class participation
 - Projects
 - Short Constructed Response
 - Standardized Testing Rubrics
 - Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Teacher/student feedback

- Class discussion
- Self, peer, teacher collaborative feedback
- Portfolios
- Group/individual reports
- Activity sheets/workbooks (publisher/teacher-made)
- Supplemental activities.

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Grade 5 English classes are heterogeneously grouped, self-contained classes; therefore, no level placement criteria apply to this course of study. Students are homogeneously grouped by need(s) in reading.

VI. Articulation/Scope & Sequence/Time Frame

English Language Arts Grade 5 is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- Speakers
 - Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- Technology
 - Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Audio/video equipment for viewing and listening may be required.
 - In addition, art supplies for projects may also be needed.
- Textbooks
 - *Good Habits, Great Readers*. 2009. Pearson Education, Inc.
 - *Units of Study in Opinion, Information, and Narrative Writing, Grade 5 with Trade Book Pack A Workshop Curriculum*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University.

- Supplemental Reading
 - Novels selected are based upon individual student’s reading levels.
 - Examples include:
 - *Islands of the Blue Dolphins* - Scott O’Dell
 - *Fighting Ground* - Avi
 - *Ben and Me* - Robert Lawson
 - *Blubber* - Judy Blume
 - *Hurricane* - David Wiesner
 - *Jane Goodall Living with Chimps* - Julie Fromer
 - *Julie of the Wolves* - Jean Craighead George
 - *Little House on the Prairie Series* - Laura Ingalls Wilder
 - *Moby Dick* – Herman Melville – Dalmation Press Children’s Classics
 - *Sooner* - Patricia Calvert
 - *Strider* - Beverly Cleary
 - *Tornadoes* - Michael Allaby
 - *Tuck Everlasting* - Natalie Babbitt
 - Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.
 - *Growing Your Vocabulary: Learning from Latin and Greek Roots*. 2008. Prestwick House.
 - *Reading A-Z*
 - Weekly Reader
 - Scholastic
 - Computer software
 - Internet resources
 - Dictionaries
 - Videos/DVDs/CD’s

VIII. Suggested Activities

- Stories
- Journals
- Newspapers
- Scrapbooks
- Literature circles
- Reflective journals
- Story mapping
- Theme-related projects
- Written responses to open-ended questions
- Book reports

- Current events
- “Fishbowl” discussion
- Helping hand - 5W reinforcement
- Illustrate scene and name nouns
- Mini-white board activities
- Money words using adjectives
- Mystery adjective box
- Performance of student plays
- Portfolios
- Read, trace, write, and stamp spelling words
- Rewrite story endings
- Student generated sentence in three tenses
- “Traveling story” (pass along and add on)
- Unscramble spelling words
- Verb charades
- Write a menu
- Word sort to create sentences
- Writing prompts
- Interdisciplinary projects/reports
- Write in daily journals
- Produce daily warm ups in grammar
- Read a poem to the class
- Create travel brochures on a real or imaginary place
- Rewrite a familiar fairy tale from another character’s point of view
- Research local topics in local newspapers and write letters to the editor
- Create a product and ad campaign for the product including slogan, jingle, hook and commercial

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X. Interdisciplinary Connections

6.1.4.D.19

Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.

The nature of an English Language Course demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments

- Modeling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>UNIT 1: Emerging as Readers and Writers of Fiction (Becoming Active Readers and Storytellers)</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> Unit 1: Great Readers See Themselves as Readers Unit 4: Great Readers Understand How Stories Work Unit 2: Great Readers Make Sense of Text <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> Writer's Notebooks 	12 weeks	<p><i>Students with Disabilities</i></p> <ul style="list-style-type: none"> Build fluency through use of word lists and audio books Differentiate teacher feedback on reading classwork and writing progress through conferring Modify content and student products (reading texts and prompts aloud; altering length of assignment, pacing; extended time) Provide exemplars of varied performance levels of reading classwork (story elements, reading strategies, summaries) and narrative, realistic fiction writing tasks/notebook entries Provide test accommodations (alternate setting, extended time, modified tests, scribing) Scaffold materials and assignments (sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds) 	<p><i>NJSLS-ELA:</i> RL.5.1, 2, 3, 4, 5, 6, 7, 9, 10 RI.5.10 RF.5.3, 5 W.5.1A-D, 3 A-E, 4, 5, 6, 9 A, 10 SL.5.1 A-D, 2, 4, 6 L.5.1 C & D, 2 A, D & E, 3 A & B, 4 A-C, 5 A-C, 6</p> <p><i>21st Century Life and Careers CRP:</i> CRP 1, 2, 4, 5, 8, 9, 10, 11, 12</p> <p><i>21st Century Life and Careers Standard 9.2:</i> 9.2.8.B.3</p> <p><i>Technology:</i> 8.1.5.A.1, 2, 3 8.1.5.D.3, 4</p>	<p>Formative <i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> Teacher observation of independent, active reading. Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> Choose appropriate books to read. Build reading stamina. Differentiate between genres. Identify and analyze fiction story elements including understanding and analyzing characters, setting, plot, dialogue and actions, theme, and point of view. Apply reading strategies such as predicting, asking questions, clarifying, summarizing, and synthesizing. Write summaries of

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Writing Process • Stamina • Unit 1: Narrative - Narrative Craft • Opinion Mini-Unit 		<ul style="list-style-type: none"> • Teacher modeling of fiction concepts using shared reading text, and narrative writing samples to demonstrate: <ul style="list-style-type: none"> ○ Independent, active reading ○ Identifying and analyzing story elements ○ Developing an idea and prewriting ○ Writing narrative leads, details, and endings • Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level • Use of written prompts to guide thinking and completion of tasks/writing • Use of visual and multi-sensory formats as reading and writing aids utilizing SMARTBoard, instructional videos, and notebooks <p><i>Students at Risk/RTI</i></p> <ul style="list-style-type: none"> • Re-teach and review reading and writing concepts taught in guided reading groups, guided 		<p>fiction texts.</p> <ul style="list-style-type: none"> • Participate in discussions and group work. <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> • Teacher observation of writing stamina, students completing stages of the writing process. • Classwork that demonstrates students' ability to <ul style="list-style-type: none"> ○ Writer's notebook entries. ○ Develop a story idea. ○ Map out story with a story arc/plot diagram. ○ Elaborate story elements. ○ Draft a narrative. • Narrative writing samples demonstrating use of scenes (flashback/flashforward), leads, endings, characterization, varied details, dialogue, and transitions. • Participate in teacher and peer conferences. <p>Summative</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Unit 1 Assessment: Great Readers See Themselves as

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>writing groups, and one-on-one conferences</p> <ul style="list-style-type: none"> • Teacher modeling of reading and writing concepts using varied strategies to demonstrate: <ul style="list-style-type: none"> ○ Active reading ○ Identifying story elements ○ Developing narrative ideas and organizing writing according to plot • Use of active reading strategies such as note taking, highlighting, close reading, predicting, asking questions, and clarifying • Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level • Use of oral prompts to guide thinking and promote reading and writing independence • Use of visual learning aids including graphic organizers such as guided note taking, character charts, theme charts/lists, story arc/plot 		<p>Readers</p> <ul style="list-style-type: none"> • Unit 4 Assessment: Great Readers Understand How Stories Work • Unit 2 Assessment: Great Readers Make Sense of Text • DRA • LinkIt! Form A <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> • One Writer's Notebook Entry on Self-Selected Pre Writing Topic • Beginning of the Year On-Demand Writing Tasks for Narrative, Informational, and Opinion Genres • Published Narrative Writing Piece (Realistic Fiction) on a Self-Selected Topic • Published opinion essay on Pluto's reputation as a planet.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>diagram</p> <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> • Modify content and student products (providing texts in native language; reading texts and prompts aloud; altering length of assignment, pacing) • Pair students with beginning English language skills with students who have more advanced English language skills • Pre-teach fiction/narrative vocabulary and concepts • Use assisted technology such as Google Translate and audio books on students' reading level • Use visual and multi-sensory formats particularly using gestures, pictures, and videos to aid in understanding <p><i>Gifted & Talented Students</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Complete poetry and drama exploration projects to delve more deeply into other genres • Maintain reading and writing notebooks with active reading 		

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>strategies and story ideas</p> <ul style="list-style-type: none"> • Model narrative compositional risks in writing conferences • Provide extension activities that promote higher-order thinking skills (write an additional narrative on a self-selected topic, read stories/narratives other than required class texts to compare, build vocabulary) • Provide supplemental reading material for independent study related to shared reading text and student reader • Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level 		
<p>UNIT 2: Emerging as Readers and Writers of Nonfiction (Developing as Active Readers and Becoming Essayists)</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Unit 5: Great 	10 Weeks	<p><i>Students with Disabilities</i></p> <ul style="list-style-type: none"> • Build fluency and vocabulary through use of word lists and audio books • Differentiate teacher feedback on reading classwork and writing progress through conferring and revision of goals • Modify content and student products (reading texts and 	<p><i>NJSLS-ELA:</i> RI.5.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 RF.5.3, 4 W.5.2 A-E, 4, 5, 6, 7, 8, 9 B, 10 SL.5.1 A-D, 2, 3, 4, 5, 6 L.5.1 C-E; 2; 3; 4; 5; 6</p>	<p>Formative <i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Teacher observation of independent, active reading. • Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> ○ Identify elements of nonfiction including text features and text structures. ○ Locating facts and

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Readers Read to Learn</p> <ul style="list-style-type: none"> Unit 6: Great Readers Monitor and Organize Ideas and Information <p><i>Writer's Workshop</i> Unit 2: Information - The Lens of History- Research Reports</p>		<ul style="list-style-type: none"> prompts aloud; altering length of assignment, pacing; extended time) Provide exemplars of varied performance levels of reading classwork (nonfiction elements, reading strategies) and informational writing tasks Provide test accommodations (alternate setting, extended time, modified tests, scribing/use of technological tools) Scaffold materials and assignments (sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds) Teacher modeling of nonfiction concepts using shared reading texts, informational writing samples to demonstrate: <ul style="list-style-type: none"> Independent, active reading Identifying and analyzing nonfiction elements Writing essay introductions, evidence, and conclusions Use of leveled texts from 	<p><i>21st Century Life and Careers CRP:</i> CRP 1, 2, 4, 5, 6, 7, 8, 9, 11, 12</p> <p><i>21st Century Life and Careers Standard 9.2:</i> 9.2.8.B.3</p> <p><i>Technology:</i> 8.1.5.A.1, 2, 3 8.1.5.D.1, 2, 3 8.1.5.E.1 8.2.5.A.4</p>	<p>information.</p> <ul style="list-style-type: none"> Apply reading strategies such as using background knowledge and developing/evaluating inferences. Identify, infer, and evaluate visual sources. Identify multiple text structures and link to author's purpose. Use graphic organizers to understand the text by evaluating the characters and retelling/summarizing. Write nonfiction summaries. <ul style="list-style-type: none"> Participate in discussions and group work. <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> Teacher observation of writing stamina, students completing stages of the writing process, students using sources to support written ideas. Classwork that demonstrates students' ability to <ul style="list-style-type: none"> Develop a thesis

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>Reading A-Z, Newsela, Readworks</i>, classroom library on students' independent or instructional reading level</p> <ul style="list-style-type: none"> • Use of written prompts and questions to guide thinking and completion of tasks/writing • Use of visual and multi-sensory formats as reading and writing aids utilizing SMARTBoard, instructional videos, notebooks, and images <p><i>Students at Risk/RTI</i></p> <ul style="list-style-type: none"> • Re-teach and review reading and writing concepts taught in guided reading groups, guided writing groups, and one-on-one conferences • Teacher modeling of reading and writing concepts using varied strategies to demonstrate: <ul style="list-style-type: none"> ○ Active reading ○ Identifying nonfiction elements ○ Developing a thesis, organizing ideas, and adding evidence • Use of active reading strategies such as note taking, 		<p>statement/claim.</p> <ul style="list-style-type: none"> ○ Develop an outline to organize essay. ○ Take notes on sources. ○ Organize writing with transition words/phrases and essay structure. ○ Distinguish between narrative and informational. <ul style="list-style-type: none"> • Informational writing samples demonstrating ability to write an introduction, conclusion, provide support for ideas with text evidence, and include transitions. • Participate in teacher and peer conferences. <p>Summative</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Unit 5 Assessment: Great Readers Read to Learn • Unit 6 Assessment: Great Readers Monitor and Organize Idea and Information • LinkIt! Form B <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> • Published Informational

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>highlighting, close reading, summarizing, and inferring</p> <ul style="list-style-type: none"> • Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level • Use of oral prompts or questions to guide thinking and promote reading and writing independence • Use of visual learning aids including graphic organizers such as guided note taking, inferring charts, text feature/text structure organizers, boxes and bullets outline <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> • Modify content and student products (reading texts and prompts aloud; providing texts in native language; altering length of assignment, pacing) • Pair students with beginning English language skills with students who have more advanced English language skills • Pre-teach nonfiction 		writing piece on Westward Expansion

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>vocabulary and concepts</p> <ul style="list-style-type: none"> • Use assisted technology such as Google Translate and audio books on students' reading level • Use visual and multi-sensory formats particularly using gestures, pictures, and videos to aid in understanding <p><i>Gifted & Talented Students</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Create nonfiction book from Westward Expansion essay. • Maintain reading and writing notebooks with active reading strategies and essay ideas • Model essay compositional risks in writing conferences • Provide extension activities that promote higher-order thinking skills (write an essay on a self-selected topic, read articles/texts other than required class texts to compare, build vocabulary) • Provide supplemental reading material for independent study related to shared reading text and student reader • Use of leveled texts from 		

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>Reading A-Z, Newsela, Readworks, classroom library on students' independent or instructional reading level</i></p> <ul style="list-style-type: none"> • Use of advanced outline with detailed subtopics in place of basic outline prewriting strategy • Insert images and captions that provide evidence and elaborates on informative writing. 		
<p>UNIT 3: Growing as Readers and Writers of Fiction and Nonfiction</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Unit 3: Great Readers Use What They Know • Unit 7: Great Readers Think Critically About Books <p><i>Writer's Workshop</i></p>	10 Weeks	<p><i>Students with Disabilities</i></p> <ul style="list-style-type: none"> • Build fluency and vocabulary through use of word lists and audio books • Differentiate teacher feedback on reading classwork and writing progress through conferring and revision of goals • Modify content and student products (reading texts and prompts aloud; altering length of assignment, pacing; extended time) • Provide exemplars of varied performance levels of reading classwork (fiction elements, nonfiction elements, comparing and contrasting, questioning 	<p><i>NJSLS-ELA:</i></p> <p>RL.5.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 RI.5.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 RF.5.3, 4 W.5.1 A-D, 3 A-E, 4, 5, 6, 7, 8, 9 A-B, 10 SL.5.1 A-D, 2, 3, 4, 5, 6 L.5.1, 2, 3, 4, 5, 6</p> <p><i>21st Century Life and Careers CRP:</i></p> <p>CRP 1, 2, 4, 5, 6, 7, 8, 9, 11, 12</p> <p><i>21st Century Life</i></p>	<p>Formative</p> <p><i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Teacher observation of independent, active, critical reading as well as independent completion of classwork. • Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> ○ Analyze elements of fiction and nonfiction. ○ Compare and contrast texts and their elements. ○ Question the text and the author. ○ Making text-to- self, text-to-text, and text-to-world connections ○ Apply reading

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> ● Literary Analysis Mini-Unit ● Narrative Mini-Unit Review Unit 4- Argument- The Research-Based Argument Essay		<p>the author, reading strategies) and literary essay/narrative/opinion writing tasks</p> <ul style="list-style-type: none"> ● Provide test accommodations (alternate setting, extended time, modified tests, scribing/use of technological tools) ● Scaffold materials and assignments (sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds) ● Teacher modeling of nonfiction concepts using shared reading texts, <i>The Renaissance Kids</i> and <i>Blast Zone</i> and literary essay/narrative/opinion writing samples to demonstrate: <ul style="list-style-type: none"> ○ Independent and active reading ○ Identifying and analyzing fiction and nonfiction elements ○ Comparing and contrasting ○ Questioning the author ○ Writing essay introductions, evidence, and conclusions 	<p><i>and Careers Standard 9.2:</i> 9.2.8.B.3</p> <p><i>Technology:</i> 8.1.5.A.1, 2, 3 8.1.5.D.1, 2, 3, 4 8.1.5.E.1 8.1.5.F.1</p>	<p>strategies such as using background knowledge, taking notes, rereading, summarizing, visualizing, and making inferences.</p> <ul style="list-style-type: none"> ● Participate in discussions and group work. <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> ● Teacher observation of writing stamina, students completing stages of the writing process, students using fiction and nonfiction sources to support written ideas. ● Classwork that demonstrates students' ability to <ul style="list-style-type: none"> ○ Develop a thesis statement/claim. ○ Develop an outline to organize essay. ○ Take notes on fiction and nonfiction sources. ● Literary and argument essay writing samples demonstrating ability to write an introduction, conclusion, provide support for ideas, explain support for ideas, include transitions, and compare and contrast.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<ul style="list-style-type: none"> ○ Writing narrative leads, details, dialogue, and endings ● Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level ● Use of written prompts, questions, and sentence starters to guide thinking and completion of tasks/writing ● Use of visual and multi-sensory formats as reading and writing aids utilizing SMARTBoard, instructional videos, notebooks, and images <p><i>Students at Risk/RTI</i></p> <ul style="list-style-type: none"> ● Re-teach and review reading and writing concepts taught in guided reading groups, guided writing groups, and one-on-one conferences ● Teacher modeling of reading and writing concepts using varied strategies to demonstrate: <ul style="list-style-type: none"> ○ Active reading ○ Identifying and analyzing fiction and 		<ul style="list-style-type: none"> ● Narrative writing samples demonstrating ability to write a lead, add details, include dialogue, write an ending, and adhere to a writing task. ● Participate in teacher and peer conferences. <p>Summative <i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> ● Unit 3 Assessment: Great Readers Use What They Know ● Unit 7 Assessment: Great Readers Think Critically About Books <p><i>Writer's Workshop</i></p> <ul style="list-style-type: none"> ● Published Literary Essay on Self-Selected Topic ● Published Narrative Essay from Mini-Unit <p>Published Argument Based Essay-- "Should Chocolate Milk Be Served in Schools?"</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<ul style="list-style-type: none"> ○ nonfiction elements ○ Comparing and contrasting ○ Questioning the author ○ Writing essay introductions, adding evidence, and conclusions ○ Writing narrative leads, adding details, dialogue, and endings ● Use of active reading strategies such as note taking, highlighting, close reading, comparing and contrasting ● Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level ● Use of oral prompts, questions, and sentence starters to guide thinking and promote reading and writing independence ● Use of visual learning aids including graphic organizers such as guided note taking, Venn diagrams, story arc/plot diagram, boxes and bullets outline 		

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> • Modify content and student products (reading texts and prompts aloud; altering length of assignment, pacing) • Pair students with beginning English language skills with students who have more advanced English language skills • Pre-teach vocabulary and concepts • Use assisted technology such as Google Translate and audio books • Use visual and multi-sensory formats particularly using gestures, pictures, and videos to aid in understanding <p><i>Gifted & Talented Students</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Maintain reading and writing notebooks with active reading strategies and essay/story ideas • Model narrative and essay compositional risks in writing conferences • Provide extension activities that promote higher-order thinking skills (write an essay 		

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>on a self-selected topic, read articles/texts other than required class texts to compare, build vocabulary, research sources for independent essay topics)</p> <ul style="list-style-type: none"> • Provide supplemental reading material for independent study related to shared reading text and student reader • Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level • Use of with detailed subtopics outline in place of basic outline prewriting strategy <p>Write literary essays that focus on topics such as historical significance, author's influence, and author's writing style</p>		
<p>UNIT 4: Applying as Readers and Writers and Developing Independence</p> <p><i>Novel, Genre, or Author Study (Using One or More of the</i></p>	8 Weeks	<p><i>Students with Disabilities</i></p> <ul style="list-style-type: none"> • Build fluency and vocabulary through use of word lists and audio books • Differentiate teacher feedback on reading classwork and writing progress through conferring by reflecting on previous goals 	<p><i>NJSLS-ELA:</i> RL.5.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 RI.5.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 RF.5.3, 4 W.5.2 A-E, 4, 5, 6, 7, 8, 9 A-B, 10 SL.5.1 A-D, 2, 3, 4,</p>	<p>Formative <i>Good Habits, Great Readers</i></p> <ul style="list-style-type: none"> • Teacher observation of independent, active, critical reading; independent completion of classwork; oral reading; presenting. • Classwork that demonstrates students' ability to:

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><i>Following Texts/Resources</i></p> <ul style="list-style-type: none"> ● Islands of the Blue Dolphins - Scott O’Dell ● Fighting Ground - Avi ● Ben and Me - Robert Lawson ● Blubber - Judy Blume ● Eye of the Storm - Stephen Kramer ● From the Mixed-Up Files of Mrs. Basil E. Frankweiler - E.L. Konigsburg ● Harry Potter Series - J. K. Rowling ● The House of Dies Drear - Virginia Hamilton 		<ul style="list-style-type: none"> ● Modify content and student products (reading texts and prompts aloud; altering length of assignment, pacing; extended time) ● Provide exemplars of varied performance levels of reading classwork (sample novel, genre, author study journals and projects) and informational research projects on historical figure ● Provide test accommodations (alternate setting, extended time, modified tests, scribing/use of technological tools) ● Scaffold materials and assignments (sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds) ● Teacher modeling of fiction and nonfiction concepts using shared reading text and informational research project sample to demonstrate: <ul style="list-style-type: none"> ○ Independent and active reading ○ Cooperative learning ○ Analyzing fiction and 	<p>5, 6 L.5.1, 2, 3, 4, 5, 6</p> <p><i>21st Century Life and Careers CRP:</i> CRP 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><i>21st Century Life and Careers Standard 9.2:</i> 9.2.4.A.1-4</p> <p><i>Technology:</i> 8.1.4.A.1, 2, 3, 4, 5 8.1.4.D.1, 2, 3, 4 8.1.4.E.1 8.2.4.B.4</p>	<ul style="list-style-type: none"> ○ Analyze elements of fiction and nonfiction as well as sub-genres. ○ Compare and contrast texts and their elements. ○ Maintain a written log and/or journal of novel, genre, author study work. ○ Apply reading strategies such as predicting, questioning, discussing, inferring, visualizing, using background knowledge, taking notes, rereading, and summarizing. <ul style="list-style-type: none"> ● Participate in discussions and group work. <p><i>Writer’s Workshop</i></p> <ul style="list-style-type: none"> ● Teacher observation of writing stamina, students completing stages of the writing process, students using fiction and nonfiction sources to support written ideas. ● Classwork that demonstrates students’ ability to <ul style="list-style-type: none"> ○ Develop a thesis

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<ul style="list-style-type: none"> ● Hurricane - David Wiesner ● Jane Goodall Living with Chimps - Julie Fromer ● Julie of the Wolves - Jean Craighead George ● Little House on the Prairie Series - Laura Ingalls Wilder ● Moby Dick – Herman Melville – Dalmation Press Children’s Classics ● My Side of the Mountain - Jean Craighead George ● Poppy - Avi ● Shiloh - Phyllis 		<ul style="list-style-type: none"> ○ nonfiction elements ○ Writing informational research projects that include organized information, facts, support from sources, explanation of ideas, visual representations ● Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students’ independent or instructional reading level ● Use of written prompts, questions, and sentence starters to guide thinking and completion of tasks/writing ● Use of visual and multi-sensory formats as reading and writing aids utilizing SMARTBoard, instructional videos, notebooks, presentation tools <p><i>Students at Risk/RTI</i></p> <ul style="list-style-type: none"> ● Re-teach and review reading and writing concepts taught in guided reading groups, guided writing groups, and one-on-one conferences ● Teacher modeling of reading 		<ul style="list-style-type: none"> ○ statement/claim. ○ Develop an outline to organize essay. ○ Evaluate sources. ● Memoir writing samples demonstrating ability to write an introduction, conclusion, develop and explain ideas/themes, organize thoughts, and include transitions. ● Compare and contrast narrative and opinion/argumentative text elements. ● Participate in teacher and peer conferences. <p>Summative</p> <p><i>Novel Study</i></p> <ul style="list-style-type: none"> ● Portfolio of Work Completed during Novel/Genre/Author Study including Log and Journal Entries ● Student Choice Project (Storyboard, Literary Essay, or Other Creative Representation of Text) ● DRA ● LinkIt! Form C <p><i>Writer’s Workshop</i></p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Reynolds Naylor</p> <ul style="list-style-type: none"> ● Sing Down the Moon - Scott O'Dell ● Sooner - Patricia Calvert ● Strider - Beverly Cleary ● Tornadoes - Michael Allaby ● Tuck Everlasting - Natalie Babbitt <p><i>Writer's Workshop</i> Unit 3: Memoir-Shaping Texts- From Essay and Narrative to Memoir</p>		<p>and writing concepts using varied strategies to demonstrate:</p> <ul style="list-style-type: none"> ○ Active reading ○ Identifying and analyzing fiction and nonfiction elements ○ Writing informational research projects that include organized information, facts, support from sources, explanation of ideas, visual representations <ul style="list-style-type: none"> ● Use of active reading strategies such as note taking, highlighting, close reading, inferring, paraphrasing, summarizing ● Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level ● Use of oral prompts, questions, and sentence starters to guide thinking and promote reading and writing independence ● Use of visual learning aids including graphic organizers such as guided note taking, 		Published Memoir on self-selected topic

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>character charts, paragraph frames, boxes and bullets, source chart</p> <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> • Modify content and student products (reading texts and prompts aloud; altering length of assignment, pacing) • Pair students with beginning English language skills with students who have more advanced English language skills • Pre-teach vocabulary and concepts • Provide sources for research • Use assisted technology such as Google Translate and audio books • Use visual and multi-sensory formats particularly using gestures, pictures, and videos to aid in understanding <p><i>Gifted & Talented Students</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Assign leadership roles for novel, genre, and author study • Maintain reading and writing notebooks with active reading 		

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>strategies and story/essay ideas</p> <ul style="list-style-type: none">• Model compositional risks for presentations in writing conferences• Provide extension activities that promote higher-order thinking skills (read stories/narratives other than required class texts to compare, build vocabulary, reader response in journals)• Provide supplemental reading material for independent study related to novel, genre, and author study• Use of leveled texts from <i>Reading A-Z</i>, <i>Newsela</i>, <i>Readworks</i>, classroom library on students' independent or instructional reading level		

CURRICULUM MAP

Month(s)	Unit(s) / Topic(s)
September	Unit 1: Great Readers See Themselves as Readers (Building a Reading Life). *Administer baseline DRA/Progress Monitor*
October	Unit 4: Great Readers Understand How Stories Work (Following Characters into Meaning.)
November	Unit 2: Great Readers Make Sense of Text (Navigating Nonfiction: Expository).
December	Unit 5: Great Readers Read to Learn (Navigating Nonfiction: Narrative and Hybrid Text).
January	Unit 3: Great Readers Use What They Know (Tackling Complex Texts: Synthesizing Perspectives).
February	Unit 6: Great Readers Monitor and Organize Ideas and Information (Tackling Complex Texts: Interpretation and Critical Thinking). *Administer mid-year DRA*
March	Unit 7: Great Readers Think Critically About Books (Revisit Informational Text Strategies).
April	Revisit Strategies for Good Readers (Revisit Information Text Strategies).
May	Content Area Reading (Examples: Social Studies, Science, Poetry, Novel/Author Study). *Administer Final DRA*
June	Content Area Reading (Examples: Social Studies, Science, Poetry, Novel/Author Study).

Note that “Flex Time” will allow instruction to be condensed/expanded based on student needs.
This will enable Chapter 2 to begin early, when possible.

Each reading teacher may make the decision of if/when to read a specific novel with her/her class.
Teacher discretion may mean that different novels are read at different times.

GRADE 5 WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	Workshop, Building Stamina	Benchmark, SGO	
October	Narrative: Personal Narrative Essay; Story arc, leads, conclusions W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9		
November	Narrative: Personal Narrative Essay, Publishing W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Personal Narrative Essay	
December	Narrative: Literary Analysis; Thesis statements; Compare/Contrast two characters W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Literary Analysis Essay	
January	Narrative: Literary Analysis, Evidence to support thesis statements, Compare and Contrast themes across stories W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Benchmark, SGO (midpoint)	
February	Introductions, Conclusions; Informational essays	Summarizing nonfiction essay	
March	Informative/Explanatory: Biography essay/Expository Essay based upon Research W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Compare/Contrast Informative essay	
April	Informative/Explanatory: Biography essay/Expository Essay based upon Research	Biography/Informative Expository Essay	

	W.5.2, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9		
May	Opinion: Essay based on research W5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Benchmark, SGO	
June	Opinion: Essay based on research W5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9 W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Opinion Research Essay	

**W.5.10 will be accomplished throughout the year*