

## Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: ELA
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### Introduction:

Students in fifth grade English Language Arts will complete 5 units that Students in sixth grade English Language Arts will complete 5 units in which they read and comprehend a variety of informational/nonfiction and fiction texts including more complex science and social studies texts as well as drama and poetry. Required skills include summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. All English Language Arts units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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<b>Original Adoption:</b> October 23, 2018
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<b>Revised On:</b> August 4, 2019
<b>Revised By:</b> C. McBride

<b>Recommended Pacing Guide</b>		
<b>Unit 1: Reading</b> Fiction Informational (historical/scientific/ technical)	<b>Unit 1: Writing</b> Narrative Literary Analysis Task	45 Days
<b>Unit 2: Reading</b> Informational (historical/scientific/ technical) Fiction	<b>Unit 2: Writing</b> Informative/Explanatory Literary Analysis Task Research Simulation	45 Days
<b>Unit 3: Reading</b> Fiction Informational (historical/scientific technical)	<b>Unit 3: Writing</b> Opinion Research Simulation	30 Days
<b>Unit 4: Reading</b> Complex Texts (Folktales/Legends/ Myths/Poetry)	<b>Unit 4: Writing</b> Short Research Project Narrative Task	30 Days
<b>Unit 5: Reading</b> Drama	<b>Unit 5: Writing</b> Opinion	30 Days

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<b>Unit 1: Reading</b> Fiction Informational (historical/scientific/ technical)	<b>Duration: 45 Days</b>
<b>Unit 1: Writing</b> Narrative Literary Analysis Task	

### Standards/Learning Targets

#### New Jersey Student Learning Standards

##### Reading Literature

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

##### Reading Information

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **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.5.10** Assessed in Unit 4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

##### Speaking and Listening

- **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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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, including visually, quantitatively, and orally.

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- **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.

### Language

- **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. 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?)
- **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.
- **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).

### Foundational Skills Text Types & Purposes

- **RF.5.3.A** Know and apply grade-level phonics and word analysis skills in decoding 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.
- **RF.5.4** 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.

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### Writing Standards: (Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing)

- **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.
- **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.5.10** 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 discipline-specific tasks, purposes, and audiences.

**Primary Interdisciplinary Connections:** <https://www.nj.gov/education/cccs/>

#### Social Studies

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to Social Studies curriculum using and informational paired texts to analyze events and point of view.

#### Science

<https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students can conduct research for engineering design projects by using text and media resources.

“Storyworks” articles, Primary Source Documents

#### Dance

- Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

#### Amistad Mandate

Amistad: The Story of a Slave Ship

#### Holocaust Studies

Number the Stars

### Technology Standards:

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

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<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <ul style="list-style-type: none"> <li>● 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.</li> </ul> <p>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.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>● 8.1.5.D.1 Understand the need for and use of copyrights.</li> <li>● 8.1.5.D.2 Analyze the resource citations in online materials for proper use.</li> <li>● 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.</li> <li>● 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</li> </ul>
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**21st Century Themes/Career Readiness:**

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

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.

**21st Century Life and Career Ready Practices:**

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

<b>Evidence of Student Learning</b>	
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Assessment of Key Comprehension Strategies</li> <li>● Reader’s Notebooks/Reading Log</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● My Reading Log and Reflections</li> <li>● Running Record</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Beginning of Year SGO</li> <li>● Mid-year SGO</li> </ul>

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	<ul style="list-style-type: none"> <li>● End of year SGO</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● good readers read the text closely to determine what the text says explicitly and to make logical inferences from it.</li> <li>● authors write narratives using effective techniques, descriptive details, and clear event sequences.</li> <li>● readers and writers use textual evidence, prior knowledge, personal experiences, and observations to communicate effectively.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does close reading deepen understanding of the text?</li> <li>● What descriptive writing tools do writers use in narrative writing?</li> <li>● Why is the use of evidence important when analyzing fiction?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Core Novels:</b> “Number the Stars”, “Hoot”, “Flush”, “Raymie Nightingale”, “Flora and Ulysses”</li> <li>● <b>Supplemental Novels:</b> “Esperanza Rising”, “Love That Dog”, “Tuck Everlasting”</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Leveled readers</li> </ul>
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<b>Accommodations/Modifications</b>
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<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● choral reading</li> <li>● chants, songs</li> <li>● use charts, posters, videos</li> <li>● use a highlighter for key ideas, vocabulary</li> <li>● write helpful hints in margins of copied materials</li> <li>● provide copy of all notes</li> <li>● preferential seating</li> <li>● use manipulatives</li> <li>● use graphic organizers</li> <li>● reinforce vocabulary within the content</li> <li>● assign a picture or movement to vocabulary words</li> <li>● small group instruction</li> <li>● use print, not cursive</li> <li>● use books on tape</li> </ul>
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### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language

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- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

<b>Unit 2: Reading</b> Informational (historical/scientific/ technical) Fiction <b>Unit 2: Writing</b> Informative/Explanatory Literary Analysis Task Research Simulation	<b>Duration:</b> 45 Days
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**Standards/Learning Targets**

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

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- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### Reading Information

- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.10** Assessed in Unit 4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

### Speaking and Listening

- **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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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, including visually, quantitatively, and orally.
- **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.

### Language

- **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** A. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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?).
- **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

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interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- **L.5.4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 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).

### **Foundational Skills Text Types & Purposes**

- **RF.5.3.A** Know and apply grade-level phonics and word analysis skills in decoding 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.

### **Writing Standards: (Production & Distribution of Writing, Research to Build & Present Knowledge, Range of Writing)**

- **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. B. Provide logically ordered reasons that are supported by facts and details. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a concluding statement or section related to the opinion presented.
- **W.5.2** A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- **W.5.3** 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.

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- **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.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.10** 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 discipline-specific tasks, purposes, and audiences.

### Primary Interdisciplinary Connections:

#### Social Studies

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to Social Studies curriculum using and informational paired texts to analyze events and point of view.

Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)

#### Science

<https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students can conduct short research projects, using both print and digital sources.

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

### Technology Standards:

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.

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

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communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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.

**21st Century Themes/Career Readiness:**

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

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.

**21st Century Career Ready Practices:**

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Evidence of Student Learning**

**Formative Tasks:**

- Assessment of Key Comprehension Strategies
- Reader’s Notebooks/Reading Log

**Alternative Assessments:**

- My Reading Log and Reflections
- Running Record

**Summative Assessments:**

- Unit Tests

**Benchmark Assessments:**

- Baseline SGO
- Mid-year SGO
- End of year SGO

**Knowledge & Skills**

**Enduring Understandings:**

- Effective readers use specific strategies to help them better understand the text.
- Effective writers use specific sentence building techniques.
- Writers clearly introduce topics and

**Essential Questions:**

- How do good readers determine the main idea and key details of a text?
- How can quoting from a text support inferences?
- How do good readers identify

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develop the topic with facts, and they link ideas across categories using precise language and domain-specific vocabulary.	meaning of words in context? <ul style="list-style-type: none"><li>• How does the author use reasons and evidence to support points in the text?</li><li>• How do writers convey ideas and information clearly when writing an informative or explanatory text?</li></ul>
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### Core Instructional & Supplemental Materials

<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"><li>• <b>Instructional Novels:</b> “Number the Stars”, “Hoot”, “Flush”, “Raymie Nightingale”, “Flora and Ulysses”</li><li>• <b>Supplemental Novels:</b> “Esperanza Rising”, “Love That Dog”, “Tuck Everlasting”</li></ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"><li>• Leveled readers</li></ul>
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### Accommodations/Modifications

#### English Language Learners:

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

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus

## Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: ELA

- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

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<b>Unit 3: Reading</b> Fiction Informational (historical/scientific/ technical)	<b>Duration:</b> 30 Days
<b>Unit 3: Writing</b> Opinion Research Simulation	

**Standards/Learning Targets**

**New Jersey Student Learning Standards**

**Reading Literature**

- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Reading Information**

- **RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- **RI.5.10** Assessed in Unit 4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

**Speaking and Listening**

- **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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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

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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, including visually, quantitatively, and orally. 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.

### Language

- **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. 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?).
- **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.
- **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).

### Foundational Skills Text Types & Purposes

- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding 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.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read on-level prose and poetry

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orally with accuracy, appropriate rate and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing Standards: Production & Distribution of Writing, Research to Build & Present Knowledge, and Range of Writing

- **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.
- **W.5.1** C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). **W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.9** A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- **W.5.10** 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 discipline-specific tasks, purposes, and audiences.

### Primary Interdisciplinary Connections:

#### Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to S.S. curriculum using and informational paired texts to analyze events and point of view.

#### Science

#### <https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students should use information from print and digital source. Support an argument with evidence

#### Holocaust Resource:

- [Yellow Star Roy](#), Jennifer Rozines

#### Amistad Resources:

- [Yolanda's Genius](#) Fenner, Carol
- [The People Could Fly: American Black Folktales](#) Hamilton, Virginia
- [Amistad: The Story of a Slave Ship](#) McKissack, Patricia C.
- [Black storm comin'](#) Wilson, Diane L.

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Grade: 5

Content Area: ELA

- Into the Land of Freedom : African Americans in Reconstruction Greene, Meg

### Technology Standards:

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.

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.

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.

### 21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

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.

### 21st Century Life and Career Standards:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Evidence of Student Learning**

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<b>Grade: 5</b>	<b>Content Area: ELA</b>
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<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>● Assessment of Key Comprehension Strategies</li> <li>● Reader’s Notebooks/Reading Log</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● My Reading Log and Reflections</li> <li>● Running Record</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit Tests</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Baseline SGO</li> <li>● Mid-year SGO</li> <li>● End of year SGO</li> </ul>

<b>Knowledge &amp; Skills</b>
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<b>Enduring Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Analyze the text based on how and why individuals, events, and ideas develop and interact over the course of a text and to determine central ideas and themes of a text.</li> <li>● Write an opinion piece that introduces a topic clearly, provides and links logically ordered reasons, and provides a concluding statement.</li> <li>● Citing specific evidence from a text can help a reader draw conclusions and make logical inferences.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can two or more texts address similar themes or topics?</li> <li>● How can opinion writing be crafted to logically group ideas to support the writer’s purpose?</li> <li>● How can citing specific evidence from a text allow the reader to make logical inferences and support conclusions?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● <b>Instructional Novels:</b> “Number the Stars”, “Hoot”, “Flush”, “Raymie Nightingale”, “Flora and Ulysses”</li> <li>● <b>Supplemental Novels:</b> “Esperanza Rising”, “Love That Dog”, “Tuck Everlasting”</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● Leveled readers</li> </ul>
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<b>Accommodations/Modifications</b>
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<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>● choral reading</li> </ul>
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Content Area: ELA

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

### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.

## Long Beach Island Consolidated School District Curriculum Guide

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- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

### **Unit 4: Reading**

Complex Texts  
(Folktales/Legends/  
Myths/Poetry)

### **Unit 4: Writing**

Short Research Task  
Narrative Writing

**Duration:** 30 Days

### **Standards/Learning Targets**

### **New Jersey Student Learning Standards:**

#### **Reading Literature**

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

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Content Area: ELA

- **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### Reading Information

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10** Assessed in Unit 4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

### Speaking and Listening

- **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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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, including visually, quantitatively, and orally.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### Language

- **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. 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?).
- **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.

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Content Area: ELA

- **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).

### **Foundational Skills, Text Types & Purposes**

- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding 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.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

### **Writing Standards: Production & Distribution of Writing, Research to Build & Present Knowledge, and Range of Writing**

- **W.5.1 C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., 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 and across categories 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 concluding statement or section related to the information or explanation presented.
- **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.5.8** 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.

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- **W.5.9 B.** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)
- **W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Primary Interdisciplinary Connections:

#### Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to S.S. curriculum using and informational paired texts to analyze events and point of view.

#### Science

#### <https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students should use information from print and digital source. Support an argument with evidence.

#### Holocaust Resource:

- Yellow Star Roy, Jennifer Rozines

#### Amistad Resources:

- Yolanda's Genius Fenner, Carol
- The People Could Fly: American Black Folktales Hamilton, Virginia
- Amistad: The Story of a Slave Ship McKissack, Patricia C.
- Black storm comin' Wilson, Diane L.
- Into the Land of Freedom : African Americans in Reconstruction Greene, Meg

### Technology Standards:

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.

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

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communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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.

**21st Century Themes/Career Readiness:**

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

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.

**21st Century Life and Career Standards:**

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

**Evidence of Student Learning**

**Formative Tasks:**

- Assessment of Key Comprehension Strategies
- Reader’s Notebooks/Reading Log

**Alternative Assessments:**

- My Reading Log and Reflections
- Running Record

**Summative Assessments:**

- Unit Tests

**Benchmark Assessments:**

- Baseline SGO
- Mid-year SGO
- End of year SGO

**Knowledge & Skills**

**Enduring Understandings:**

*Students will understand that...*

- various aspects of a text can

**Essential Questions:**

- How can a series of chapters, scenes, or stanzas affect the

## Long Beach Island Consolidated School District Curriculum Guide

<b>Grade: 5</b>	<b>Content Area: ELA</b>
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<p>contribute to the meaning and overall structure.</p> <ul style="list-style-type: none"> <li>● using both print and digital sources allows a writer to conduct short research projects.</li> <li>● analyzing a given narrative, inferring character traits, and formulating a response allows for deeper understanding.</li> </ul>	<p>overall structure of a text?</p> <ul style="list-style-type: none"> <li>● How can a writer investigate relevant information to complete a short research project?</li> <li>● How can a narrative task contribute to the understanding of a text?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Instructional Novels:</b> “Number the Stars”, “Hoot”, “Flush”, “Raymie Nightingale”, “Flora and Ulysses”</li> <li>● <b>Supplemental Novels:</b> “Esperanza Rising”, “Love That Dog”, “Tuck Everlasting”</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Leveled readers</li> </ul>
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<b>Accommodations/Modifications</b>
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<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● choral reading</li> <li>● chants, songs</li> <li>● use charts, posters, videos</li> <li>● use a highlighter for key ideas, vocabulary</li> <li>● write helpful hints in margins of copied materials</li> <li>● provide copy of all notes</li> <li>● preferential seating</li> <li>● use manipulatives</li> <li>● use graphic organizers</li> <li>● reinforce vocabulary within the content</li> <li>● assign a picture or movement to vocabulary words</li> <li>● small group instruction</li> <li>● use print, not cursive</li> <li>● use books on tape</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan</li> <li>● Strategic grouping for reading (Guided Reading, Strategy Groups)</li> <li>● Small group for assessments</li> <li>● Check in’s during reading group collaboration to help refocus</li> <li>● Allow alternate assignments and assessments -- project-based, etc.</li> </ul>
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## Long Beach Island Consolidated School District Curriculum Guide

Grade: 5

Content Area: ELA

- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

### **Culturally Diverse:**

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5	Content Area: ELA
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Unit 5: Reading Drama Unit 5: Writing Opinion	Duration: 30 Days
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**Standards/Learning Targets**

**New Jersey Student Learning Standards:**

**Reading Literature**

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **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.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

**Reading Information**

- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject
- **RI.5.10** Assessed in Unit 4 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

**Speaking and Listening**

- **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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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, including visually, quantitatively, and orally.

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- **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

### Language

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

### Foundational SkillsText Types & Purposes

- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding 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.
- **RF.5.4** Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade: 5

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### Writing Standards: Production & Distribution of Writing, Research to Build & Present Knowledge, Range of Writing

- **W.5.2 C.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **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, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Primary Interdisciplinary Connections:

#### Social Studies

**Social Studies** <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Read fictional texts related to S.S. curriculum using and informational paired texts to analyze events and point of view.

#### Science

<https://www.state.nj.us/education/cccs/2016/science/>

Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. Students should use information from print and digital source. Support an argument with evidence.

#### Holocaust Resource:

- [Yellow Star](#) Roy, Jennifer Rozines

#### Amistad Resources:

- [Yolanda's Genius](#) Fenner, Carol
- [The People Could Fly: American Black Folktales](#) Hamilton, Virginia
- [Amistad: The Story of a Slave Ship](#) McKissack, Patricia C.
- [Black storm comin'](#) Wilson, Diane L.
- [Into the Land of Freedom : African Americans in Reconstruction](#) Greene, Meg

### Technology Standards:

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

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Grade: 5

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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.

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.

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.

### 21st Century Themes/Career Readiness:

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

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.

### 21st Century Life and Career Standards:

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

## Evidence of Student Learning

### Formative Tasks:

- Assessment of Key Comprehension Strategies
- Reader's Notebooks

### Alternative Assessments:

- My Reading Log and Reflections
- Running Record

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<b>Grade: 5</b>	<b>Content Area: ELA</b>
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<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Unit Tests</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>Baseline SGO</li> <li>Mid-year SGO</li> <li>End of year SGO</li> </ul>
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**Knowledge & Skills**

<b>Enduring Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Readers use language structure and context clues to identify the intended meaning of words and phrases as they're used in text.</li> <li>characters in a drama respond to challenges, which influences the theme of the drama.</li> <li>Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why do readers need to pay attention to a writer's choice of words?</li> <li>How can determining the theme of a drama enhance understanding of the storyline.</li> <li>How does the structure of language convey meaning?</li> <li>How can opinion writing be crafted so it motivates and influences a reaction for its audience?</li> </ul>
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**Core Instructional & Supplemental Materials**

<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li><b>Instructional Novels:</b> "Number the Stars", "Hoot", "Flush", "Raymie Nightingale", "Flora and Ulysses"</li> <li><b>Supplemental Novels:</b> "Esperanza Rising", "Love That Dog", "Tuck Everlasting"</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>Level readers</li> </ul>
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