

# **Paulsboro Schools**



## **Curriculum**

**Language Arts Literacy**

**Grade 5**

**2011 - 2012**

**\* For adoption by all regular education programs  
Board Approved: April 2012  
as specified and for adoption or adaptation by**

**Superintendent**

**Dr. Frank Scambia**

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\*GreenwichTownship Board of Education Representative

# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

### Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages form various formats.
3. Investigate, research, and synthesize information from various media sources.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey State Department of Education Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Select Format Option:** Standards (selected), Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):** All, 5.1- Science Practices, 5.2- Physical Science, 5.3- Life Science, 5.4- Earth Systems Science
- Select Strand(s):** (empty)

Buttons for "Search" and "Clear Search" are present. A "Keyword Site Search" section is also visible at the bottom. Callouts provide instructions: "Pick your content area" points to the Content Area dropdown; "Select the grade level you're working on here" points to the Grade(s) dropdown; "Select all to see all the standards that apply" points to the "All" checkbox; "Click search to start process" points to the Search button. A "Download Options" box on the right lists "21st Century Units" and "Classroom Application Documents (CADs)", with a callout stating "Find CPI's, assessments, and resources here".

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
<b>Standard</b>		<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
<b>Strand</b>		<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
<b>end of grade</b>	<b>Content Statement</b>	<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# Scope and Sequence Map

## Quarter 1

### Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

### Big Idea 2:

Writing is the process of communicating in print for a variety of audiences and purposes.

### Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

### Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

## Quarter 2

### Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

### Big Idea 2:

Writing is the process of communicating in print for a variety of audiences and purposes.

### Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

### Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

## Scope and Sequence Map

### Quarter 3

#### Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

#### Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

#### Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.

### Quarter 4

#### Big Idea 1:

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.

#### Big Idea 3:

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

#### Big Idea 4:

A media literate person can evaluate how words, images and sounds influence a message.





accurately unfamiliar multisyllabic words in context and out of context.

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

L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### **Enduring Understanding:**

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Guided reading/ conferencing  
Reading Response Journal  
Teacher observation

#### **Summative:**

Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ ASK

<b>Subject/ Grade level:</b> 5 LAL	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.a.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b.Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c.Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d.Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e.Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to</p>	<p><b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.</p>	
	<p><b>Goals:</b></p>	
	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Writing about Text: Focus on Opinions (2 analyses)</b> develop and convey understanding</p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Dictionary</li> <li>-Literacy Coach</li> <li>-Launching Writing Workshop (Lucy Calkins)</li> <li>-Loudenslager computer lab</li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can we write a detailed story using sequence?</li> <li>2. How would you describe the writing process?</li> <li>3. How do you write a report using a books read and other resources on different aspects of a single topic?</li> <li>4. How do you organize notes and information into categories and list resources?</li> <li>5. What evidence can you find in the text to support your analysis, reflection, or research?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>	

task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.5.9.a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a.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.</p> <p>S.L.5.1.b.Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d.Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>L.5.1. Demonstrate command of the conventions of standard English</p>	<b>Big Idea 3:</b> Oral language and listening is a tool for communicating, thinking and learning to gain understanding	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Suggested Readings- Theme: Literature</b></p> <ol style="list-style-type: none"> <li>1. Literature (3-5)</li> <li>2. Science (1-2)</li> <li>3. Social Studies/arts (1-2)</li> </ol> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Dictionary</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> <li>- Library</li> <li>- Literacy Coach</li> <li>- Leveled books</li> </ul>	
	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How are the rules for discussion followed?</li> <li>2. Why do we use conjunctions, prepositions, and different verb tenses when in a conversation?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.</li> <li>4. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <p>Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Teacher observation</p> <p><b>Summative:</b> Teacher observation notes</p>

grammar and usage when writing or speaking.

L.5.1.a.Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b.Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

L.5.1.c.Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d.Recognize and correct inappropriate shifts in verb tense.\*

L.5.1.e.Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45													
<p><b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>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.</p>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images and sounds influence a message.													
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>													
	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Science (1-2)      3. Social Studies/arts (1-2)</p> <p><b>Additional Resources:</b></p> <table border="0" style="width: 100%;"> <tr> <td>-McGraw Hill Treasures Series</td> <td>-Library</td> <td>-Gloucester County AVA</td> </tr> <tr> <td>-Dictionary</td> <td>-Literacy Coach</td> <td></td> </tr> <tr> <td>-Leveled Books</td> <td>-Listening Station (CD player and/or IPod)</td> <td></td> </tr> <tr> <td>- Netbook computers/ printer</td> <td>-Compass Odyssey</td> <td></td> </tr> </table>		-McGraw Hill Treasures Series	-Library	-Gloucester County AVA	-Dictionary	-Literacy Coach		-Leveled Books	-Listening Station (CD player and/or IPod)		- Netbook computers/ printer	-Compass Odyssey	
	-McGraw Hill Treasures Series	-Library	-Gloucester County AVA											
-Dictionary	-Literacy Coach													
-Leveled Books	-Listening Station (CD player and/or IPod)													
- Netbook computers/ printer	-Compass Odyssey													
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does technology assist you during the writing process?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Messages are delivered through a variety of print and non-print mediums.</li> <li>2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</li> <li>3. A strategic reader uses all presented graphics/images to enhance the intended message.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> <li>-Movie/Video related to topic</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>													

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be to:</p> <p>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.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L.5.3. Use knowledge of language and its conventions when writing,</p>	<b>Big Idea 1:</b> The ability to read a variety of text requires independence, comprehension and fluency.	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Suggested Readings- Theme: Informational</b> – Research Project (1)</p> <p>1. Literature (3-5)      2. Science (1-2)      3. Social Studies/arts (1-2)</p> <p><b>Additional Resources:</b> -dictionary</p> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> <li>- Library</li> <li>- Literacy Coach</li> <li>- Leveled books</li> </ul>	
	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why summarize the theme of the story, drama, or poem to determine the theme?</li> <li>2. How are the characters, settings, or events in the story similar and different?</li> <li>3. What is the connection between individuals, events, ideas, or concepts in the text?</li> <li>4. How do you comprehend what you read?</li> <li>5. Why are there differences in language when writing, speaking, reading, or listening?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good readers use language structure and context clues to identify the intended meaning of words</li> </ol>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Interactive read alouds</li> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Reader’s workshop</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> </ul>



speaking, reading, or listening.

L.5.3.a.Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.b.Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

and phrases as they are used in text.

2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.

3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Guided reading/ conferencing

Reading Response Journal

Teacher observation

#### **Summative:**

Treasures comprehension test

MAP Test (Lexile) benchmark

NJ ASK

<b>Subject/ Grade level: 5 LAL</b>	<b>Suggested days of instruction</b>	
<p><b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to: W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. W.5.2.b.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.c.Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W.5.2.d.Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.e.Provide a concluding statement or section related to the information or explanation presented</p>	<b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.	
	<b>Goals:</b>	
	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Writing about Text: Focus on Inform &amp; Explain (2 analyses)</b> develop and convey understanding</p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Dictionary</li> <li>-Literacy Coach</li> <li>-Launching Writing Workshop (Lucy Calkins)</li> <li>-Loudenslager computer lab</li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can you clearly explain in writing about a topic?</li> <li>2. How do you write a report using a books read and other resources on different aspects of a single topic?</li> <li>3. How do you organize notes and information into categories and list resources?</li> <li>4. What evidence can you find in the text to support your analysis, reflection, or research?</li> <li>5. What is the purpose of using capitalization, punctuation, and spelling when writing?</li> </ol>	<p><b>Sample Learning Activities:</b></p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>	

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

W.5.9.a. Apply *grade 5 Reading standards* to literature (e.g.,

“Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

### **Enduring Understanding:**

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

L.5.2.a. Use punctuation to separate items in a series.\*

L.5.2.b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

L.5.2.d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators	<b>Big Idea 3:</b> Oral language and listening is a tool for communicating, thinking and learning to gain understanding.	
The student will be able to:	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
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.	<b>Suggested Readings- Theme: Informational</b> <ol style="list-style-type: none"> <li>1. Literature (3-5)</li> <li>2. Science (1-2)</li> <li>3. Social Studies/arts (1-2)</li> </ol> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Dictionary</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> <li>- Library</li> <li>- Literacy Coach</li> <li>- Leveled books</li> </ul>	
	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can you summarize a written text read aloud or presented in diverse media?</li> <li>2. Why does a speaker provide support for points?</li> </ol> <b>Enduring Understanding:</b> <ol style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ol> <b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>	<b>Sample Learning Activities:</b> Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud <b>Assessment Models:</b> <b>Formative:</b> Teacher observation <b>Summative:</b> Teacher observation notes <b>ELL:</b> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support (tier 3)</li> <li>-classroom modifications</li> </ul>



<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support</p>	<p><b>Big Idea 1:</b> The ability to read a variety of text requires independence, comprehension and fluency.</p>	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Suggested Readings- Theme: Literature</b> – Research Project (1)</p> <p>1. Literature (3-5)                      2. Science (1-2)                      3. Social Studies/arts (1-2)</p> <p><b>Additional Resources:</b> -dictionary</p> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Library</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Literacy Coach</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Leveled books</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> </ul>	
	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Using the structural elements, how are poems, drama, and prose fit together?</li> <li>2. Why are different stories narrated in first, second, and third person?</li> <li>3. How is the structure of events, ideas, concepts, or information in a text similar and different to another text?</li> <li>4. How is first and second person similar and different when describing the same event or topic?</li> <li>5. How do you comprehend what you read?</li> <li>6. What is an example of figurative language?</li> </ol>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Interactive read alouds</li> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Reader’s workshop</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> </ul>

comprehension.

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Interpret figurative language, including similes and metaphors, in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### **Enduring Understanding:**

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Guided reading/ conferencing  
Reading Response Journal  
Teacher observation

#### **Summative:**

Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ ASK



<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.a.Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.1.b.Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c.Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>W.5.1.d.Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.7. Conduct short research</p>	<b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Writing about Text: Focus on Inform &amp; Explain (2 analyses)</b> develop and convey understanding</p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Dictionary</li> <li>-Literacy Coach</li> <li>-Launching Writing Workshop (Lucy Calkins)</li> <li>-Loudenslager computer lab</li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you form an opinion about a topic or a book and support a point of view with reasons and information?</li> <li>2. How would you describe the writing process?</li> <li>3. How do you write a report using a books read and other resources on different aspects of a single topic?</li> <li>4. How do you organize notes and information into categories by summary and list resources?</li> <li>5. What evidence can you find in the text to support your analysis, reflection, or research?</li> <li>6. Why do we speak in complete sentences when in a conversation?</li> </ol>	<p><b>Sample Learning Activities:</b></p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>	

projects that use several sources to build knowledge through investigation of different aspects 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.

W.5.9.a. Apply *grade 5 Reading standards* to literature (e.g.,

“Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.9.b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

L.5.1.a. Explain the function of

### **Enduring Understanding:**

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
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3. Good writers need to know that words powerfully affect meaning.

### **Intervention Materials/ Strategies:**

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- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

<p>conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>L.5.1.c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>L.5.1.e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>		
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<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Big Idea 3:</b> Oral language and listening is a tool for communicating, thinking and learning to gain understanding.</p>	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
<p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Science (1-2)      3. Social Studies/arts (1-2)</p> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Dictionary</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> </ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How would you describe a topic or form an opinion with facts and descriptive details to support the main idea?</li> <li>2. How are main ideas and themes developed when you use multimedia components and visual presentations?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ol>	<p><b>Sample Learning Activities:</b></p> <p>Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Teacher observation</p> <p><b>Summative:</b> Teacher observation notes</p> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support (tier 3)</li> <li>-classroom modifications</li> </ul>

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45												
<b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  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.	<b>Big Idea 4:</b> A media literate person can evaluate how words, images and sounds influence a message.												
	<b>Goals:</b>												
	<table border="1"> <tr> <td> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes  2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.  3. Investigate, research, and synthesize information from various media sources. </td> </tr> </table>		1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.										
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<table> <tr> <td>-McGraw Hill Treasures Series</td> <td>-Library</td> <td>-Gloucester County AVA</td> </tr> <tr> <td>-Dictionary</td> <td>-Literacy Coach</td> <td></td> </tr> <tr> <td>-Leveled Books</td> <td>-Listening Station (CD player and/or IPod)</td> <td></td> </tr> <tr> <td>- Netbook computers/ printer</td> <td>-Compass Odyssey</td> <td></td> </tr> </table>		-McGraw Hill Treasures Series	-Library	-Gloucester County AVA	-Dictionary	-Literacy Coach		-Leveled Books	-Listening Station (CD player and/or IPod)		- Netbook computers/ printer	-Compass Odyssey	
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- Netbook computers/ printer	-Compass Odyssey												
<b>Essential Questions:</b> 1. How does technology assist you during the writing process?  <b>Enduring Understanding:</b> 2. Messages are delivered through a variety of print and non-print mediums. 3. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons). 4. A strategic reader uses all presented graphics/images to enhance the intended message.	<b>Sample Learning Activities:</b> -Teacher model writing process -Tiered based projects -Compass Odyssey writing portfolio -Movie/Video related to topic  <b>Assessment Models:</b> <b>Formative:</b> -conference  <b>Summative:</b> -rubric scores of published pieces												

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 4</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>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.</p> <p>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.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text,</p>	<p><b>Big Idea 1:</b> The ability to read a variety of text requires independence, comprehension and fluency.</p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <p><b>Suggested Readings- Theme:</b> – Research Project (1) 1. Literature (3-5)      2. Science (1-2)      3. Social Studies/arts (1-2)</p> <p><b>Additional Resources:</b> -dictionary</p> <ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> <li>- Library</li> <li>- Literacy Coach</li> <li>- Leveled books</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do visual elements contribute to the meaning, tone, or beauty of a text?</li> <li>2. How are stories in the same genre similar and different?</li> <li>3. Using information from print or digital sources, how can you locate an answer to a question?</li> <li>4. How can you merge information from several texts on the same topic to speak on this topic?</li> <li>5. How do you comprehend what you read?</li> </ol> <p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Interactive read alouds</li> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Reader’s workshop</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> </ul>

identifying which reasons and evidence support which point(s).

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. 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.

### **Enduring Understanding:**

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

### **ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

### **Assessment Models:**

#### **Formative:**

Guided reading/ conferencing  
Reading Response Journal  
Teacher observation

#### **Summative:**

Treasures comprehension test  
MAP Test (Lexile) benchmark  
NJ ASK

<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<p><b>Quarter 4</b></p> <p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p>	<b>Big Idea: 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
	<p><b>Writing about Text: Focus on Opinions (2 analyses)</b> develop and convey understanding -</p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-McGraw Hill Treasures Series</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Dictionary</li> <li>-Literacy Coach</li> <li>-Launching Writing Workshop (Lucy Calkins)</li> <li>-Loudenslager computer lab</li> </ul>	
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is planning, revising, and editing important to the writing process?</li> <li>2. How do you pace your writing to complete a task?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>2. Good writers gather and critique information from different sources for specific purposes on similar subjects.</li> <li>3. Good writers need to know that words powerfully affect meaning.</li> </ol> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>	<p><b>Sample Learning Activities:</b></p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples</p> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support (tier 3)</li> <li>-classroom modifications</li> </ul>	



<b>Subject/ Grade level:</b> LAL 5	<b>Suggested days of instruction:</b> 45	
<b>Quarter 4</b>	<b>Big Idea 3:</b> Oral language and listening is a tool for communicating, thinking and learning to gain understanding.	
Objective/ Cluster Concept/ Cumulative Progress Indicators	<b>Goals:</b>	
The student will be able to:	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>Suggested Readings- Theme: Informational</b>	
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<ol style="list-style-type: none"> <li>1. Literature (3-5)</li> <li>2. Science (1-2)</li> <li>3. Social Studies/arts (1-2)</li> </ol>	
	<b>Additional Resources:</b>	
	<ul style="list-style-type: none"> <li>- McGraw Hill Treasures series</li> <li>- Dictionary</li> <li>- Guiding Readers and Writers Grades 3-6 (Fountas &amp; Pinnell)</li> <li>- Launching Reading Workshop (Lucy Calkins)</li> <li>- Paulsboro School District Grade 5 Science and Social Studies Curriculum Guides</li> </ul>	
	<b>Essential Questions:</b>	<b>Sample Learning Activities:</b>
	<ol style="list-style-type: none"> <li>1. When do you use formal and informal English?</li> <li>2. How can you speak using words and phrases describing contrast, addition, and other logical relationships?</li> </ol>	<p>Oral presentations Reader's Theater Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p>
	<b>Enduring Understanding:</b>	<b>Assessment Models:</b>
	<ol style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ol>	<p><b>Formative:</b> Teacher observation <b>Summative:</b> Teacher observation notes</p>
		<b>ELL:</b>
		<ul style="list-style-type: none"> <li>-leveled readers</li> <li>-after school support (tier 3)</li> <li>-classroom modifications</li> </ul>

<b>Subject/ Grade level: 5 LAL</b>	<b>Suggested days of instruction</b>	
<b>Quarter 4</b>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images and sounds influence a message	
Objective/ Cluster Concept/ Cumulative Progress Indicators	<b>Goals:</b>	
The student will be able to:	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol>	
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.	<b>Suggested Readings- Theme: Informational</b>	
	1. Literature (3-5)	2. Science (1-2)
		3. Social Studies/arts (1-2)
	<b>Additional Resources:</b>	
	-McGraw Hill Treasures Series	-Library
		-Gloucester County AVA
	-Dictionary	-Literacy Coach
	-Leveled Books	-Listening Station (CD player and/or IPod)
	- Netbook computers/ printer	-Compass Odyssey
	<b>Essential Questions:</b>	<b>Sample Learning Activities:</b>
	1. How does technology assist you during the writing process?	<ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> <li>-Movie/Video related to topic</li> </ul>
	<b>Enduring Understanding:</b>	<b>Assessment Models:</b>
	<ol style="list-style-type: none"> <li>1. Messages are delivered through a variety of print and non-print mediums.</li> <li>2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</li> <li>3. A strategic reader uses all presented graphics/images to enhance the intended message.</li> </ol>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>

## Grade 5 Language Arts Literacy Outcomes

<i>Reading Benchmarks</i>	<i>Writing Benchmarks</i>
Form	Form
<b>Utilize text features for comprehension</b>	<p><b>Compose and construct various pieces using the writing process</b>  <i>Interesting topic sentence</i>  <i>General sense of organization</i>  <i>Closing that “sums up” ideas</i></p>
<b>Apply phonological awareness</b>	<p><b>Apply strategies to create formal products or publications</b>  <i>States purpose for writing and stays on topic</i>  <i>Keeps point of view clear and consistent with at least one example</i>  <i>Handwriting</i></p>
<b>Interpret words (using proper decoding and context)</b>	<p><b>Expanded use of language structure</b>  <i>Varied sentence structure (complex and compound)</i>  <i>Use 4 types of sentences (Declarative, Interrogative, Imperative, Exclamatory)</i></p>
<b>Read fluently for different purposes</b>	<p><b>Use different forms and techniques for a variety of audiences and purposes</b>  <i>Logical transitions</i>  <i>Figurative language</i>  <i>Correct paragraph format</i></p>
<b>Apply before, during, and after reading strategies</b>	<p><b>Collect, organize, and discuss favorite writing samples and save into a portfolio</b></p>
<b>Develop vocabulary</b>	<p><b>Incorporate conventions of standard English</b>  <i>Capitalization and punctuation</i>  <i>Parts of speech</i>  <i>Grammar and usage</i>  <i>Spelling</i></p>
<b>Comprehend various structures, formats, and genres</b>	
<b>Gather, evaluate, and synthesize data from a variety of sources</b>	