

# Pequannock Township School District

## Curriculum Syllabus

### Grade 5 ELA

#### Course Description:

The overarching goal of the Grade 5 Language Arts Curriculum is to provide students with the literacy skills and knowledge to be prepared for middle school, followed by high school, college and a career as encapsulated in the New Jersey Student Learning Standards: reading, writing, speaking, listening, and language. This comprehensive interdisciplinary language arts program offers tools and strategies to provide students' success at their personal level in the medium appropriate to their individual needs. Identified enduring understandings, essential questions, and learning targets, matched with appropriate formative and summative assessments ensure student progress and achievement and monitored and met. The curriculum has been designed to include high quality literature, explicit instruction, authentic practice, and assessments designed to provide students with opportunities to have a variety of engaging academic experiences related to the empowering world of language arts.

Writing instruction incorporates the ideas of conventions, process and craft. Students must master certain conventions in order to communicate their ideas and information clearly. Systematic instruction and practice in spelling, grammar, mechanics and presentation skills help students become effective writers. Students should learn about and practice the process skills that good writers use including: planning, revising, re-writing and re-thinking. Particular attention should systematically be paid to revision strategies such as: adding, deleting and clarifying text. Determining a clear focus, organization, effective word choice, and sentence structures allows students to express their own viewpoints. Skills should be reinforced cumulatively in lessons that teach the elements of writing forms.

#### Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

#### Progress Indicators for Reading Literature

##### Key Ideas and Details

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

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

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

### **Craft and Structure**

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

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

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

### **Integration of Knowledge and Ideas**

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

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

### **Range of Reading and Complexity of Text**

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

## **Progress Indicators for Reading Informational Text**

### **Key Ideas and Details**

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

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **Craft and Structure**

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

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

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

### **Integration of Knowledge and Ideas**

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

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

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably

### **Range of Reading and Level of Text Complexity**

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

### **Progress Indicators for Reading Foundation Skills**

#### **Phonics and Word Recognition**

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

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### **Fluency**

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

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

## **Anchor Standards for Writing**

### **Text Types and Purposes**

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

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

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

### **Production and Distribution of Writing**

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

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

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

### **Research to Build and Present Knowledge**

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

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

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

### **Range of Writing**

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

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to

build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- D. Provide a conclusion related to the opinion presented.

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

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

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

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

- E. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

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

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

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

### **Research to Build and Present Knowledge**

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

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

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

1. 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]”).
2. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

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

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

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

### **Presentation of Knowledge and Ideas**

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

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

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

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.

- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

### **Presentation of Knowledge and Ideas**

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

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

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

## **Anchor Standards for Language**

### **Conventions of Standard English**

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

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

### **Knowledge of Language**

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

### **Vocabulary Acquisition and Use**

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

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

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and



career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **Progress Indicators for Language**

### **Conventions of Standard English**

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

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.
- E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

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

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

## Knowledge of Language

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

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

## Vocabulary Acquisition and Use

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

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

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

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

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

## Scope and Sequence

### Unit 1 (*Trimester 1*)

Students will focus on close reading tied specifically to point of view, responding to reading through a literary analysis while using text evidence, identifying and supporting the theme of reading materials,

summarizing, compare and contrast characters, events, settings, feelings, and writing from various points of view. Students will also be focusing on a narrative writing unit, focusing on writing through a different character's point of view and responding to reading through a literary analysis.

**Reading:** Point of View, Compare/contrast, Summarizing

**Writing:** Narrative, Point of View

**Humanities connection:** *Wonder*/Democracy and Civil Rights (Election)

**STEM connection:** Properties of Matter (CER)/Changes to Matter

### **Unit 2 (Trimester 1) Exploration**

Students will focus on creating and responding to higher level questioning in literature circle discussions. Close reading will be tied specifically to summarizing, symbolism and metaphorical meanings, character analysis, comparing and contrasting. Students will continue point of view writing and be introduced to the elements of effective informational essays.

**Reading:** Summarizing, Literature Circle Roles

**Writing:** Narrative, Informational Essays

**Humanities connection:** *The Little Prince*/Human Rights

**STEM connection:** Earth Systems/Water on Earth

### **Unit 3 (Trimester 2) Studying History Through Fiction**

Unit 3 focuses on our history from the 1920's to the mid 1940's. They will contextualize a story by analyzing setting to build understanding of what was going on in that point in history. Students will also analyze similarities in historical fiction and nonfiction/history. Students will continue the fifth grade ELA curriculum with a focus on close reading tied specifically to making inferences, using supporting text evidence, identifying theme, extracting main ideas and details, figurative language, vocabulary, and text structure.

**Reading:** making inferences, using supporting text evidence, identifying theme, extracting main ideas and details, figurative language, vocabulary, and text structure making inferences, using supporting text evidence, theme, main idea and details, figurative language, vocabulary, compare/contrast, text structure

**Writing:** Narrative, Research Narrative, Research

**Humanities connection:** Bias/Perspective/*Bud, Not Buddy*/*The Lions of Little Rock*

### **Unit 4 (Trimester 2) Inventions**

This integrated unit of study begins with reading the book, *Toys! Amazing Stories Behind Great Inventions*. Students will write persuasive speeches, plan, design and construct inventions or innovations to solve problems, graph Sharks on coordinate grids, and apply technology skills to complete research and create Google slides. In this lesson, developed from the ABC show *Shark Tank*, students will work to develop a product, create information about the product and company. They will present the product information to a group of potential investors (Sharks) who are faculty/community members who will question the students on their business. Students must be prepared to answer any questions the Sharks may have.

**Reading:** Asking questions, main idea, asking questions, main idea

**Writing:** Persuasive writing

**Humanities connection:** *Toys!*

**STEM connection:** Interactions with Earth, Sun and Moon Systems

### **Unit 5** (*Trimester 3*) *Number the Stars*/Research Simulation

Students will be comparing and contrasting characters based on their stated and inferred character traits, actions, and dialogue. Students will examine what it means to be courageous and recognize that courage means different things to different people. Students will be aware of why it is important to get different aspects of the same historical event. Students will focus on argument/opinion and informational/explanatory writing. Research simulation task requires students to write an argumentative or informative/explanatory based solely on textual evidence found in the associated texts and videos. Students will draw evidence from literary or informational texts/videos to support analysis, reflection, and research. Reading and writing should be integrated to include elements of grammar, spelling, mechanics, traits of writing, the writing process.

**Reading:** compare/contrast, text evidence, point of view, text structure, theme, vocabulary, text evidence

**Writing:** Research Simulation, Point of View Research simulation, POV writing

**Humanities connection:** Prejudice and Injustice/*Number the Stars*

### **Unit 6** (*Trimester 3*) **Narrative Mysteries**

As we approach the end of the school year, students will be exposed to adding elements of mystery into narrative writing. Students will infer meaning from images and text to create their own original mysteries.

**Reading:** Inference

**Writing:** Narrative Mysteries

**STEM connection:** Energy and Matter in Ecosystems

## **Assessments**

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning
- Formative assessments given by teachers to gauge progress toward each standard
- Reading and Writing standards-based report card rubrics
- DRA
- SRI
- Common Writing Assessments

## **Curriculum Resources**

### **Anchor Programs/Teacher Materials**

*The Reading Strategies Book*, Jennifer Serravallo

*Comprehension and Collaboration: Inquiry Circles in Action*, Stephanie Harvey and Harvey Daniels

*Strategies that Work: Teaching Comprehension to Enhance Understanding*, Stephanie Harvey and Anne Goudvis

*Comprehension Toolkit*, Stephanie Harvey

*Units of Study*, Lucy Calkins and Colleagues

*Storyworks*

*Empowering Writers*

*6 + 1 Traits*

*Litcircles.org (Literature Circles)*

*Newsela.org*

*Commonlit.org*

*Readworks.org*

*Storyworks.scholastic.com*

*Wonder*, R.J. Palacio

*Number the Stars*, Lois Lowry

*Toys!, Amazing Stories Behind Some Great Inventions*, by Don Wulffson

### **Supplemental:**

*We Are the Ship*

*Promises to Keep*

## **Home and School Connection**

The following are suggestions and/or resources that will help parents support their children:

- <http://thinkonline.smarttutor.com/a-poem-for-my-gold-fish-phonemic-awareness-rhyming-second-grade/>
- <https://www.kidsa-z.com/main/Login>
- <https://www.readingrockets.org/>
- <http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html>
- <https://kids.scholastic.com/kids/home/>
- <https://www.poetry4kids.com/poems>

