

RUTHERFORD PUBLIC SCHOOLS

GRADE 5

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
August 11, 2014**

Revision Approved by the RBOE: June 15, 2015

Revision Approved by the RBOE: January 25, 2016

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

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

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

NEW JERSEY STUDENT LEARNING STANDARDS

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

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

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

- Grammar Usage and Mechanics
 - Parts of a sentence
 - Nouns
 - Verbs
 - Adjectives
 - Capitalization and punctuation
 - Pronouns
 - Adverbs
 - Prepositions
 - Synonyms
 - Antonyms

English Language Arts Grade 5

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

English Language Arts Grade 5

- Inform
- Persuade
- Entertain
- Steps in a process
- Graphic sources
- Fact and opinion
- Author's viewpoint
- Drawing conclusions
- Plot
- Text structure
- Summarizing
- Compare and contrast
- Main idea and supporting details
- Predicting
- Context clues
- Setting
- Paraphrasing
- Visualizing
- Theme
- Making judgments
- Pleasure/book of choice
- Genres
 - Fiction
 - Classic
 - Realistic
 - Historical
 - Informational articles
 - Fantasy
 - Classic
 - Animal
 - Biography
 - Fictionalized
 - Literary diary
 - Personal essay
 - Poetry
 - Concrete
 - Classic narrative
 - Autobiography
 - Graphic sources
 - Nonfiction
 - Narrative
 - Expository
 - Historical
 - How-to
 - News articles/newspapers
 - Profile
 - Using technology
 - Mystery
 - Textbook articles
 - Play adaptation

English Language Arts Grade 5

- Myths and legends
 - Folk tale
 - Fall tale
 - Fairy tale
- Letters

PROFICIENCY LEVEL

This curriculum is appropriate for all students in Grade 5.

METHODS OF ASSESSMENT

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

- Formal
 - DRA
 - Published tests
 - Teacher-made tests
 - Individual student writing portfolios
 - Homework
 - Class work
 - Class participation
 - Projects
 - Short Constructed Response
 - Standardized Testing Rubrics
 - Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Teacher/student feedback
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities.
- Teacher/Curriculum Assessment will be conducted according to the following statement: The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

GROUPING

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

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

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

RESOURCES

- Speakers
 - Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Audio/video equipment for viewing and listening may be required.
 - In addition, art supplies for projects may also be needed.
- Textbooks
 - *Good Habits, Great Readers*. 2009. Pearson Education, Inc.
 - *Developmental Reading Assessment®*, Second Edition (DRATM2) ©2005 Professional Development, Pearson Education, Inc.
 - *Growing Your Vocabulary: Learning from Latin and Greek Roots*. 2008. Prestwick House.
- Supplemental Reading
 - Novels selected are based upon individual student's reading levels.
 - Examples include:
 - *Islands of the Blue Dolphins* - Scott O'Dell
 - *Fighting Ground* - Avi
 - *Ben and Me* - Robert Lawson
 - *Blubber* - Judy Blume
 - *Eye of the Storm* - Stephen Kramer
 - *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* - E.L. Konigsburg
 - *Harry Potter Series* - J. K. Rowling
 - *The House of Dies Drear* - Virginia Hamilton
 - *Hurricane* - David Wiesner
 - *Jane Goodall Living with Chimps* - Julie Fromer
 - *Julie of the Wolves* - Jean Craighead George
 - *Little House on the Prairie Series* - Laura Ingalls Wilder
 - *Moby Dick* – Herman Melville – Dalmation Press Children's Classics
 - *My Side of the Mountain* - Jean Craighead George
 - *Poppy* - Avi
 - *Shiloh* - Phyllis Reynolds Naylor
 - *Sing Down the Moon* - Scott O'Dell
 - *Sooner* - Patricia Calvert
 - *Strider* - Beverly Cleary

English Language Arts Grade 5

- *Tornadoes* - Michael Allaby
- *Tuck Everlasting* - Natalie Babbitt
- Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.
- Weekly Reader
- Scholastic
- Computer software
- Internet resources
- Dictionaries
- Videos/DVDs/CD's

METHODOLOGIES

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

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

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

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

SUGGESTED INSTRUCTIONAL ACTIVITIES

- Stories
- Journals
- Newspapers
- Scrapbooks
- Literature circles

English Language Arts Grade 5

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

INTERDISCIPLINARY CONNECTIONS

The English Language Arts Grade 5 curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

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

Examples of Strategies and Practices that Support:

Students with Disabilities

English Language Arts Grade 5

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X

CURRICULUM MAP

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

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

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

GRADE 5 WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	Workshop, Building Stamina,	Benchmark, SGO	
October	Narrative: Personal Narrative Essay; Story arc, leads, conclusions W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9		
November	Narrative: Personal Narrative Essay, Publishing W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Personal Narrative Essay	
December	Narrative: Literary Analysis; Thesis statements; Compare/Contrast two characters W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Literary Analysis Essay	
January	Narrative: Literary Analysis, Evidence to support thesis statements, Compare and Contrast themes across stories W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Benchmark, SGO (midpoint)	
February	Introductions, Conclusions; Informational essays	Summarizing nonfiction essay	
March	Informative/Explanatory: Biography essay/Expository Essay based upon Research W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Compare/Contrast Informative essay	
April	Informative/Explanatory: Biography essay/Expository Essay based upon Research W.5.2, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Biography/Informative Expository Essay	
May	Opinion: Essay based on research W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Benchmark, SGO	
June	Opinion: Essay based on research W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9 W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9	Opinion Research Essay	

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