

Lavallette Elementary School	English Language Arts Pacing Guide
Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language	Grade Level: Fifth Grade
<p style="text-align: center;">Unit Plan 1</p> Reading: Fiction Informational (historical, scientific, technical) Writing: Narrative Literary Analysis Task	<p style="text-align: center;">September - November</p>
<p style="text-align: center;">Unit Plan 2</p> Reading: Informational (historical, scientific, technical) Fiction Writing: Informative/Explanatory Literary Analysis Task Research Simulation	<p style="text-align: center;">November - January</p>
<p style="text-align: center;">Unit Plan 3</p> Reading: Fiction Informational (historical, scientific, technical) Writing: Opinion Research Simulation	<p style="text-align: center;">February - March</p>
<p style="text-align: center;">Unit Plan 4</p> Reading: Complex Texts (folktales/legends/myths/poetry) Writing: Short Research Project Narrative task	<p style="text-align: center;">April - May</p>
<p style="text-align: center;">Unit Plan 5</p> Reading: Drama Writing: Opinion	<p style="text-align: center;">June</p>
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Fifth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 1

Cluster Summary: In this unit students will identify and understand elements of fiction however, infuse non-fiction stories in this unit. Implement the writing process through the model of writer's workshop and being a writing portfolio for each student. Students will identify and understand elements of writing to convey experiences (narratives), real or imagined, in order to communicate individual and imagined experiences to others. Students should begin to demonstrate competence in keyboarding in preparation for computer-based assessments and proper typing practice should be incorporated if students are not proficient.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

Reading: Students will....

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

Speaking and Listening: Students will...

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

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
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.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described
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
	READING FOUNDATION SKILLS
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none">✓ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ 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
	WRITING STANDARDS
W.5.2	
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <ul style="list-style-type: none"> ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally ✓ Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations ✓ Use a variety of transitional words, phrases, and clauses to manage the sequence of events ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely ✓ Provide a conclusion that follows from the narrated experiences or events
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.5.10	Write routinely over extended time frames (time for research, reflection, 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
	SPEAKING AND LISTENING STANDARDS

SL.5.1	<p>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> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ 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
SL.5.5	
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
LANGUAGE STANDARDS	
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Explain the function of conjunctions, prepositions, and interjections in general and their function in speaking ✓ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses ✓ Use verb tense to convey various times, sequences, states, and conditions ✓ Recognize and correct inappropriate shifts in verb tense ✓ Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation to separate items in a series ✓ Use a comma to separate an introductory element from the rest of the sentence

	<ul style="list-style-type: none"> ✓ Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) ✓ Use underlining, quotations marks, or italics to indicate titles of works ✓ Spell grade-appropriate words correctly, consulting references as needed
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ✓ Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems
L.5.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>) ✓ 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ 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
L.5.6	<p>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>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does close reading deepen understanding of the text? • What descriptive writing tools do writers use in narrative writing? • Why is the use of evidence important when analyzing fiction? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • good readers read the text closely to determine what the text says explicitly and to make logical inferences from it. • authors write narratives using effective techniques, descriptive details, and clear event sequences. • readers and writers use textual evidence, prior knowledge, personal experiences, and observations to communicate effectively.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • listening and speaking strategies to be utilized for discussions in order to be a contributing member of the learning community. • how to use a variety of reference materials when needed (i.e. Dictionary, thesaurus, and internet). • that depending on the genre, different reading strategies must be utilized. • that text features contribute to comprehension of informational text (headings, introductory and concluding paragraphs, and bold text). • To vary their reading speed based upon their purpose for reading • That ideas, organization, word choice, sentence fluency, voice conventions and presentation contribute to the success of a piece of writing • How to spell on-level words in a piece of writing 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use knowledge of English grammar and usage to express ideas effectively • Develop a working portfolio • Utilize precise language to convey their message • Review and edit work when applicable • Utilize rubrics in order to improve and evaluate writing • Draw evidence from literary or informational texts that responds to open ended questions • Write for different purposes and a variety of audiences • Identify the author's purpose, position or personal view • Activate prior knowledge and anticipate what will be read or heard • Infer meaning of the context of a reading passage using evidence from the text • Make connections (within the text, text to text, text to other multimedia sources) in order to support and draw conclusions in the text • Read for a sustained period of time at their independent level
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	<ul style="list-style-type: none"> ● Summarize significant events and details, articulate an understanding of several ideas or images communicated by the literary work and use examples or textual evidence from the work to support conclusions ● Students establish a plot, point of view, setting and conflict and will be expected to show, rather than tell, the events of a story ● Interprets figurative language/literary devices (e.g., similes, metaphors, personification and hyperboles) ● Write narratives which include a conflict, setting, characters, dialogue, a clear sequence of events, and a resolution ● Generate ideas for writing ● Gather and organize details about writing piece ● Capture the reader’s attention as they build up to their focus statement ● Write evidence in the order they occurred using sensory details ● Show what happened as opposed to telling what happened
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts **Grade Level:** Fifth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 2

Cluster Summary: Unit 2 focuses on writing informative/explanatory texts to examine a topic and convey ideas clearly. Literary analysis writing should be introduced and practiced by analyzing texts and providing support for answers through close reading and quoting from the text. This unit will focus on sequence/how to and compare and contrast writing. The teacher

may also choose to incorporate other explanatory writing pieces as they fit into the science and social studies curriculum. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, and the writing process.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will....

- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 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

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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

Speaking and Listening: Students will...

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- 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
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	READING STANDARDS: INFORMATIONAL TEXT
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.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 5 topic or subject area</i>
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
	READING FOUNDATION SKILLS
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> ✓ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ 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
	WRITING STANDARDS
W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information of explanation presented
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.5.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 5 Reading standards</i> 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]”) ✓ Apply <i>grade 5 Reading standards</i> 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 points[s]”)

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
	SPEAKING AND LISTENING STANDARDS
SL.5.1	<p>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> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ 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
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Explain the function of conjunctions, prepositions, and interjections in general and their function in speaking ✓ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses ✓ Use verb tense to convey various times, sequences, states, and conditions ✓ Recognize and correct inappropriate shifts in verb tense

	<ul style="list-style-type: none"> ✓ Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation to separate items in a series ✓ Use a comma to separate an introductory element from the rest of the sentence ✓ Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) ✓ Use underlining, quotations marks, or italics to indicate titles of works ✓ Spell grade-appropriate words correctly, consulting references as needed
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ✓ Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems
L.5.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>) ✓ 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ 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

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>)
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do good readers determine the main idea and key details of a text? • How can quoting from a text support inferences? • How do good readers identify meaning of words in context? • How does the author use reasons and evidence to support points in the text? • How do writers convey ideas and information clearly when writing an informative or explanatory text? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective readers use specific strategies to help them better understand the text. • Effective writers use specific sentence building techniques. • Writers clearly introduce topics and develop the topic with facts, and they link ideas across categories using precise language and domain-specific vocabulary.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • that each paragraph in multi-paragraph text has a specific focus that contributes to the main idea of the text in its entirety • to quote accurately from a text to support their main idea • how to convey ideas and information clearly when writing to explain or inform an audience • that a well-developed topic in informative/explanatory writing is clearly stated and provides information logically (e.g., through use of facts, definitions, concrete details, quotations) to support author's purpose • that context clues help a reader determine the meaning of unknown 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • maintain a working portfolio • draw inferences in informational/literary nonfiction by analyzing text • identify how characters in a story respond to challenges • summarize text • identify the meaning of words and phrases in text using literary devices(e.g., figurative language) • identify and use grade-appropriate vocabulary, including words that signal relationships (e.g., however, nevertheless, similarly, moreover, in addition) • cite evidence in text to locate an answer quickly or to problem solve
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words and multiple-meaning words in fifth grade-level text

- compare texts in the same genre to determine similar themes
- compare and contrast the structure (e.g., chronology, similarities and differences, cause/effect, problem/solution) across two or more texts
- determine the meaning of general and domain-specific vocabulary in fifth grade text
- analyze multiple accounts of the same topic, noting similarities and differences, according to point of view they represent
- recognize and understand how an author uses evidence to support particular points in text
- read and comprehend informational text, including history/social studies, science, and technical texts independently and with accuracy
- know and apply phonics skills and word analysis (e.g., letter-sound correspondences, syllabication patterns, roots and affixes) to decode words independently, including unfamiliar multisyllabic words in and out of context
- write informational/explanatory text (e.g., sequence/how to, compare and contrast) to support a point of view clearly and sequentially with reasons, facts, and details
- include formatting (e.g., headings), illustrations, and multimedia in expository text to convey ideas more clearly and to aid in comprehension
- produce clear and organized writing appropriate to task, purpose, and audience
- develop writing as needed by planning, revising, editing for conventions, and rewriting with support from teachers and peers
- use knowledge of English grammar and usage to express ideas

effectively when reading, writing, listening or speaking

- recognize and correct mistakes in verb tense and subject- verb agreement
- write original “story” narratives which include setting, characters, dialogue, a clear sequence of events, conflict, and a resolution
- write routinely over extended time frames and shorter time frames for a range of purposes and audiences
- engage effectively in collaborative discussions (e.g., one- on-one, in groups, teacher-led) and explore new ideas
- pose and respond to questions in collaborative discussions and extend learning by elaborating on the remarks of others
- draw conclusions based upon knowledge gained from collaborative discussions
- summarize text from a variety of formats (e.g., written text, visual media, oral presentations)
- demonstrate command of conventions of standard English capitalization, punctuation, and spelling of grade- appropriate words in daily writing
- use commas to set off introductory clauses and phrases (e.g., *Before going to bed, Jason brushes his teeth*), to set off the words *yes* and *no* (e.g., *Yes, I will have more cake*), and to indicate indirect address (e.g., *Is that my book, Mary?*)
- use a variety of sources (e.g., dictionary, glossary, thesaurus), both print and digital, to determine pronunciation and meaning of key words
- use the relationships between words to better understand the words (e.g., synonyms, antonyms, homographs)

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<p>Lavallette Elementary School English Language Arts Curriculum Unit Overview</p>

Content Area: English Language Arts	Grade Level: Fifth Grade
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Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 3

Cluster Summary: Students will be required to rigorously cite evidence from text to support their answers and/or reasons. The reading can be done in social studies and science, and carry over into the language arts classroom. Writing should take place daily in the form of process writing, journal writing, literary analysis, and/or informal writing across the content areas during the two month span. This unit students will focus on opinion writing and research simulation. Students need to analyze a topic presented through several articles or multimedia stimuli and synthesis the information and answer a series of questions. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, the writing process, author studies, genre studies, etc. Instruction should take place in form of whole group instruction in both reading and writing followed by guided reading and writing lessons differentiated to meet the needs of the learners in the classroom. The students will be expected to present an oral report/piece of writing during this unit, but can be presented in any content area.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and

	strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will....

- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 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

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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

Speaking and Listening: Students will...

- 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
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- 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
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
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)
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
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.
READING STANDARDS: INFORMATIONAL 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
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
RI.5.9	Integrate 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
READING FOUNDATION SKILLS	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> ✓ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to

	read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ 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
	WRITING STANDARDS
W.5.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> ✓ 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 ✓ Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate ✓ Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>) ✓ Provide a conclusion related to the opinion presented
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
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
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
	SPEAKING AND LISTENING STANDARDS

SL.5.1	<p>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> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ 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
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Explain the function of conjunctions, prepositions, and interjections in general and their function in speaking ✓ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses ✓ Use verb tense to convey various times, sequences, states, and conditions ✓ Recognize and correct inappropriate shifts in verb tense ✓ Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)

<p>L.5.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation to separate items in a series ✓ Use a comma to separate an introductory element from the rest of the sentence ✓ Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) ✓ Use underlining, quotations marks, or italics to indicate titles of works ✓ Spell grade-appropriate words correctly, consulting references as needed
<p>L.5.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ✓ Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems
<p>L.5.4</p>	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>) ✓ 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.
<p>L.5.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ 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
<p>L.5.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast,</p>

addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

Unit Essential Questions

- How can two or more texts address similar themes or topics?
- How can opinion writing be crafted to logically group ideas to support the writer's purpose?
- How can citing specific evidence from a text allow the reader to make logical inferences and support conclusions?

Unit Enduring Understandings

Students will understand that....

- Analyze the text based on how and why individuals, events, and ideas develop and interact over the course of a text and to determine central ideas and themes of a text.
- Write an opinion piece that introduces a topic clearly, provides and links logically ordered reasons, and provides a concluding statement.
- Citing specific evidence from a text can help a reader draw conclusions and make logical inferences.

Unit Objectives

Students will know...

- and apply grade-level appropriate phonics and word analysis skills in decoding words, command of the conventions of standard English grammar and usage when writing or speaking, and use precise language to explain a topic.
- expected rules and behaviors to be a contributing member of the learning community.
- the appropriate use of technology to locate information, quote from sources, recall, and restate information to produce published pieces writing, individually and collaboratively.

Unit Objectives

Students will be able to...

- determine a theme of a story 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 or summarize the text.
- he students will examine fiction and nonfiction features and text structure to determine an author's point of view, main ideas and support, similarities and differences in the same genre (historical, scientific, technical)
- quote accurately from a text
- compare and contrast two or more characters, settings, or events
- read on-level text with purpose and

- the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.
- how to use context as a clue to the meaning of a word or phrase.
- to adapt speech to a variety of context and tasks.
- how to use and spell grade-appropriate words in their daily writing.
- to utilize the writing process to evaluate the quality of writing through revision and editing.

- understanding across a variety of genres, both fiction and non-fiction.
- write routinely over extended time frames (time for research, reflection, revision), and in specific times frames (a single sitting or a day or two) for a range of discipline-specific tasks
 - consult reference materials both print and digital, to find the pronunciation and determine the meaning of key words or phrases.
 - maintain a working portfolio
 - use knowledge of English grammar and usage to express ideas effectively.
 - describe how a narrator's or speaker's point of view influences how events are described

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Fifth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 4

Cluster Summary: Immerse the students in literature during this unit, with a focus on the structure of complex texts such as folktales, legends, myths, and poems. Students will also analyze how various multimedia elements contribute to the meaning, tone, or beauty of a text. The students will be expected to conduct short research projects using several sources. Integration of science and social studies topics is highly encouraged. This unit also requires students to perform narrative tasks. Students will demonstrate competence in analyzing a given narrative, inferring character traits, and formulating a response.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

Career and Technical Education

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will....

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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

Speaking and Listening: Students will...

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

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

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
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.5.7	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)
	READING FOUNDATION SKILLS
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> ✓ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4	Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none"> ✓ 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

	WRITING STANDARDS
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different 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.5.10	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
	SPEAKING AND LISTENING STANDARDS
SL.5.1	<p>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> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ 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

SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Explain the function of conjunctions, prepositions, and interjections in general and their function in speaking ✓ 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 ✓ Use verb tense to convey various times, sequences, states, and conditions ✓ Recognize and correct inappropriate shifts in verb tense ✓ Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation to separate items in a series ✓ Use a comma to separate an introductory element from the rest of the sentence ✓ Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) ✓ Use underlining, quotations marks, or italics to indicate titles of works ✓ Spell grade-appropriate words correctly, consulting references as needed
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ✓ Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems

L.5.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>) ✓ 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ 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
L.5.6	<p>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</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can a series of chapters, scenes, or stanzas affect the overall structure of a text? ● How can an writer investigate relevant information to complete a short research project? ● How can a narrative task contribute to the understanding of a text? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● various aspects of a text can contribute to the meaning and overall structure. ● using both print and digital sources allows a writer to conduct short research projects. ● analyzing a given narrative, inferring character traits, and formulating a response allows for deeper understanding.
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Unit Objectives

Students will know...

- folktales, legends and myths have varying themes, cultural influences, and text structure.
- that one way to develop a deeper meaning of a folktale, legend, or myth's characters, plot, or theme, they must be able to make inferences based on the text of the story.
- to ask questions, summarize, paraphrase, or quote accurately information given in an informational text to comprehend the text read in order to answer questions or solve problems
- how to respond appropriately to answer various writing prompts.
- that the components of any story (including novels) include characters (characterization), conflict, theme, setting, dialogue, and plot. and that coherence, clarity, and comprehension hold a story together.
- how to use a working portfolio to enhance their learning experiences and help them self reflect on their learning.
- How to spell grade appropriate words in their daily writing.

Unit Objectives

Students will be able to...

- use various informational texts in order to gain knowledge of text features authors use in this genre.
- quote accurately from a text when explaining and when drawing inferences from the text.
- compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure.
- develop an appreciation for multiculturalism through reading various folktales, legends, and myths.
- use folktales, legends and myths to draw inferences from the text in order to develop a deeper understanding of the characters, plot, and theme.
- determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.
- use a variety of word attack skills such as letter-sound correspondences, syllabication patterns and morphology, including grade-level phonics and word analysis skills in decoding to support comprehension.
- use metaphors and similes to determine the meaning of words and phrases as they are used in a text.
- recognize the need to adapt speech and the written word to a variety of contexts and tasks.
- write routinely over extended time frames, shorter time frames, and in a variety of formats for a range of discipline- specific tasks, purposes, and audiences.
- use a variety of reference materials in order to answer a set of essential questions determined by the teacher.
- conduct short research projects using

	<p>several sources</p> <ul style="list-style-type: none"> • analyze a narrative, infer character traits, and formulate a response • use knowledge of grade 5 English grammar and usage to express ideas effectively. • use correct spelling of grade appropriate words.
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**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts **Grade Level:** Fifth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 5

Cluster Summary: Immerse the students in literature and informational text during this unit, with a focus on the distinct features, forms, of drama. Students apply knowledge of the story structure, figurative language, creative writing, and inferential skills to engage these texts. In addition, students will study convey a position through opinion writing in a variety of formats and apply these techniques in their own writing. Students will read a variety of authentic literature and informational texts based on student interests, teacher need, and the content of the social studies and science curriculum to support opinion writing and drama skill development. Reading and writing should be integrated on a daily basis. The students should be able to type proficiently by the end of the year (minimum of two pages).

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the
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	creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will....

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Writing: Students will...

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- 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

Speaking and Listening: Students will...

- 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
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
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)
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.5.7	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)
	READING STANDARD: INFORMATIONAL
RI.5.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed
	READING FOUNDATION SKILLS
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> ✓ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ 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
	WRITING STANDARDS
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
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

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
	SPEAKING AND LISTENING STANDARDS
SL.5.1	<p>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> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others ✓ 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
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Explain the function of conjunctions, prepositions, and interjections in general and their function in speaking ✓ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses ✓ Use verb tense to convey various times, sequences, states, and conditions ✓ Recognize and correct inappropriate shifts in verb tense

	<ul style="list-style-type: none"> ✓ Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use punctuation to separate items in a series ✓ Use a comma to separate an introductory element from the rest of the sentence ✓ Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) ✓ Use underlining, quotations marks, or italics to indicate titles of works ✓ Spell grade-appropriate words correctly, consulting references as needed
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style ✓ Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems
L.5.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>) ✓ 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ 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

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>)
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do readers need to pay attention to a writer’s choice of words? • How can determining the theme of a drama enhance understanding of the storyline • How does the structure of language convey meaning? • How can opinion writing be crafted so it motivates and influences a reaction for its audience? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Readers use language structure and context clues to identify the intended meaning of words and phrases as they’re used in text. • characters in a drama respond to challenges, which influences the theme of the drama. • Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • how to read and apply strategies to analyze a drama (e.g., structure, characters, point of view, theme). • how to write for an opinion piece that is supported by evidence and details. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) • determine the theme of a drama by analyzing characters and plot. • analyze the structure of a drama and explain how scenes fit together to provide overall structure. • quote accurately from the text when drawing inferences from the text. • gather, select, and organize information appropriate to a topic, task, and audience. • use a variety of strategies (e.g., note-taking, outlining, making charts,
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developing a graphic organizer) to collect and record information.

- use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.
- organize paragraphs using topic sentences.
- use details, examples, and reasons to support central ideas or clarify a point of view.
- revise drafts by rereading for meaning, narrowing focus, and elaborating with details.
- make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details to convey a particular idea or mood, and justify the choices made.
- use a variety of reference materials to revise work.
- edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
- use increasingly complex sentence structure and syntax to express ideas.
- use computer writing applications during the writing process.
- develop a collection of writings (e.g., a literacy folder, a literacy portfolio).
- reflect on own writing, noting strengths and setting goals for improvement.
- Choose words specifically to convey a particular idea or mood, including the intentional use of figurative language.
- how to spell grade-appropriate words in their daily writing.

EVIDENCE OF LEARNING

Formative Assessments

Journal Writing Class Discussion Teacher Observations/Conferences Do-Nows Exit Cards Projects Literature Circles Graphic Organizers Multiple Choice Tests Timed Readings/Writing Tasks Running Records/Anecdotal Notes Writer's Workshop Performance-Based Checklists Higher-order questioning	Reader/Writer Workshop Reading Response Entries Rubric Assessments Peer Editing Portfolio Reflection Process/Self Evaluation Teacher Conferences Pair & Share Activities Cooperative Learning Groups Literature Responses/Reader's Notebook Open-ended Questions Note-taking Quizzes Self-assessments/Reflections Literary Projects
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Summative Assessments

Novel/unit projects
End of unit assessments
State assessments
District benchmark or interim assessments
Unit tests/projects

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

Choral reading
Chants
Use charts, posters, videos
Use a highlighter for key ideas, vocabulary
Write helpful hints in margins of copied materials
Provide copies of all notes
Preferential seating
Use manipulatives
Use graphic organizers
Reinforce vocabulary within the content
Assign a picture or movement to vocabulary words
Small group instruction
Use print, not cursive
Use books on tape

Suggested / possible modifications for *Gifted and Talented*:

Ask open-ended questions

encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)

do not always be explicit, allow for discovery

use centers and group students according to ability or interest

propose interest-based extension activities

use leveled texts and offer an advanced reader reading list

ask "why" and "what if" questions

use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Opinion Writing

<https://sites.google.com/site/5thgradepersuasivewriting/>

<http://achievethecore.org/page/503/common-core-argument-opinion-writing-list-pg>

http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer_Opinion_Writing_Handouts.pdf

Reading Drama

Cornerstone text samples

<http://www.filmscriptwriting.com/samplescripts.html> > a wide variety of sample scripts from popular movies

http://teacher.scholastic.com/lessonrepro/results/index.asp?SubjectID=1&SubheadID=3&TopicID=20&Grade_Value

=> a variety of short plays that introduce students to the genre and are integrated with other language arts/literacy, science, and social studies topics

Teacher Support

<http://www.childdrama.com/lessons.html> > a variety of drama lessons, including cross-curricular lessons

Reading Comprehension Strategies:

Teacher Notes:

Infuse various literary genres throughout this unit.

Start a writing portfolio for each student.

The following foundational skills should be developed continuously throughout the year:

Reading:

Make use of schema

Reread for clarification

Seeking meaning of unknown vocabulary

Make and revise predictions

Draw conclusions

Make connections: text to text, text to self, text to world

Writing

Use written and oral English appropriate for various purposes and audiences.

Create and develop texts that include the following text features:

Development: the topic, theme, stand/perspective, argument or character is fully developed

Organization: the text exhibits a discernible progression of ideas

Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice

Word choice: the words are precise and vivid

Create and develop texts that include the following language conventions:

Sentence formation: sentences are complete and varied in length and structure

Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.