

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 5  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:  
Kelly Cosentino- 5<sup>th</sup> Grade English Language Arts Teacher

Approved by Shrewsbury Borough Board of Education:  
September 2015

Administration:  
Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Implementation: September 2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade five of the program: using text features, questioning, analyzing text structure, making inferences, determining importance and summarizing, and synthesizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**Marking Period 1 Overview**

Units Covered:

Making Meaning: Unit 1- The Reading Community: Fiction  
Unit 2- Text Features in Expository Nonfiction

Being A Writer: Unit 1-The Writing Community  
Unit 2- The Writing Process  
Unit 3- Personal Narrative (first half of unit)

Skill Practice: Sentences- Complete, Compound, Dependent and Independent Clauses, Combining Sentences, Sentence Fragments and Run-on Sentences (Lessons 1-6)

Grade Level: 5

Recommended Pacing: Marking Period 1

Unit Summary:

In the first two units in Making Meaning, students will explore how to build their reading community. They will do so by learning procedures such as turning and talking and listening in a responsible way. Students will make text-to-self and text-to-text connections as well as distinguish between varying points of views. They will learn how to self-monitor their reading and how to select Independent Daily Reading (IDR) books properly. Additionally, students will learn to utilize text features to better understand information in expository texts and will record their thoughts and ideas in journals. Students will begin to confer with teacher individually about their reading lives and the text itself.

In the first three units of Being a Writer, students learn how to be a contributing member of the writing community. Students will explore writing pieces by professional authors, prewriting techniques, writing freely in writing notebooks, and cooperative structures which include discussion prompts and conferring. Students will be utilizing the writing process in order to write drafts and publish final writing pieces. They will learn how to use revisions such as eliminating extraneous information and clarifying confusing passages. Furthermore, students will learn the procedures of proofreading and they will continue to confer and share with their writing community. In Unit 3,

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

students will begin to study the genre of personal narrative, exploring characteristics of a good personal narrative such as sensory details, consistency in verb tenses, engaging openings, and effective endings.

NJCCSS:

**MAKING MEANING-**

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

RF.5.4a Read on-level text with purpose and understanding.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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

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

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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a 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.
- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

NJCCSS:

BEING A WRITER-

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.*
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

content, choosing flexibly from a range of strategies.

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| L.5.4c  | 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.               |
| RF.5.4a | Read on-level text with purpose and understanding.  |
| RI.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| 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.  |
| RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| RL.5.4  | 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.5.7  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| RL.5.9  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |
| RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.                             |



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	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.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3e Provide a conclusion that follows from the narrated experiences or events.

Speaking and Listening Standards:

**MAKING MEANING-**

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

SL.5.1b Follow agreed-upon rules and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

**BEING A WRITER-**

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

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How can I help my classroom become a respectful and productive reading/writing community?</li><li>• What habits and skills do I need to have in order to be a successful reader and writer?</li><li>• How can I use the writing of others to develop ideas for my own writing?</li><li>• How can thinking and talking about what I'm reading improve my comprehension of a text?</li><li>• How do rules of language affect communication?</li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Good listening and discussion skills are critical to building a reading/writing community.</li><li>• Good readers/writers spend time reading, writing, sharing, collaborating, reflecting, and improving their abilities.</li><li>• Good readers engage with the text through questioning, making connections, and using other interactive reading strategies to help them make sense of the text.</li><li>• Writers can get ideas for writing from the writing of others.</li><li>• The conventions of language help readers understand what is being communicated.</li></ul>
<p style="text-align: center;">Unit Learning Targets Include (BAW, MM) <i>Students will know...</i></p>	<p style="text-align: center;">Unit Learning Targets Include (BAW, MM) <i>Students will do...</i></p>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- How to properly and respectfully build their reading community
- How to utilize text features in expository nonfiction text effectively to better their understanding of text
- How to properly and respectfully build their writing community
- How to utilize all steps of the writing process effectively
- How to generate ideas for and draft personal narrative pieces

- Make text-to-self and text-to-text connections
- Compare how similar themes and topics are explored in two stories of same genre
- Begin to use Individualized Daily Reading (IDR) and read independently
- Utilize text features to better understand expository nonfiction texts
- Hear and discuss good writing
- Generate ideas for writing
- Write freely about things that interest them
- Analyze/explore professional author's writing practice
- Review drafts and select one to develop and publish
- Reread writing critically and revise it
- Identify confusing and extraneous information in drafts
- Generate alternatives for overused words and explore strong opening sentences
- Confer with one another and teacher

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing
- Writer's Notebooks

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor texts

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Fall Writing Benchmark
- PARCC writing rubric: Grades 3-5
- Making Meaning End of Unit assessments

Daily Five Guided Reading Center Ideas:

\*There are 90-minute block periods for daily center-based activities in the 5<sup>th</sup> grade.

- Read to Self- students have time to apply self-monitoring and reciprocal reading strategies while reading IDR book
- Word Work 1- students practice vocabulary through various reinforcement activities individually, with a partner, or in small group setting
- Word Work 2- students practice reinforcing grammar skills through various activities individually, with a partner, or in small group setting
- Work on Writing- students practice writing skills through various reinforcement activities individually, with a partner, or in small group setting
- Read to Someone- students will occasionally participate in this center-based activity when practicing fluency, problem-solving, or cooperative learning

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

\*\* Chromebooks will be utilized in several of the above center-based activities.

Teacher Resources:

Technology Component (websites):

- <https://www.edmodo.com/>
- <https://www.visualthesaurus.com/vocabgrabber/>
- <http://www.learnersdictionary.com/>
- <http://dictionary.reference.com/>
- <http://www.tagxedo.com/>
- <http://www.scholastic.com/bookwizard/>
- <http://www.bloomstaxonomy.org>
- <https://www.ixl.com/ela/>

Resources:

<http://www.state.nj.us/education/sca>  
<http://www.corestandards.org/ELA-Literacy/>  
<http://www.iste.org/>

Teacher Notes:



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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**Curriculum Development Resources:**

Click the links below to access additional resources used to design this unit:  
<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
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Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Marking Period 2 Overview

Units Covered:

Making Meaning: Unit 3- Questioning- Expository Fiction

Unit 4- Analyzing Text Structure: Fiction

Unit 5- Making Inferences: Fiction and Poetry

Being A Writer: Unit 3- Personal Narrative (finish unit)

Unit 4- Fiction

Skill Practice: Nouns and Pronouns- Nouns and Possessive Nouns, Subject and Object Pronouns, Possessive Pronouns, Noun-Pronoun Agreement (Lessons 7-11)

Skill Practice: Verbs- Verbs, Perfect Verb Tenses, Progressive Verb Tenses, Shifts in Verb Tense, Subject-Verb Agreement (Lessons 12-17)

Grade Level: 5

Recommended Pacing: Marking Period 2

Unit Summary:

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

In these three units in Making Meaning, students will continue to explore how to build their reading community while applying specific reading strategies. They will do so by reading expository text focusing on animal life, narrative texts, and poetry. Students will utilize their schema and learn a procedure that involves using questioning to help them make sense of text. Furthermore, students will review self-monitoring and learn “fix-up” strategies to better comprehend a difficult text. Students will analyze elements of narrative text structure, such as character, setting, plot, and theme as they read both mentor texts and novels independently. Lastly, students will practice making inferences to make sense of narrative text and poetry.

In these units of Being a Writer, students continue to learn how to be a contributing member of the writing community. In Unit 3, students will continue to study the genre of personal narrative, exploring characteristics of a good personal narrative such as sensory details, consistency in verb tenses, engaging openings, and effective endings. In Unit 4, students will explore different kinds of fiction and how authors get ideas and put stories together. After doing so, students will learn how to integrate elements of character, setting, and plot into their own writing. They will also learn how to apply transitional words and phrases, endings that bring story to a close, punctuating dialogue, maintaining consistent verb tenses, and using first- and third-person points of view. Students will cultivate a relaxed and creative attitude toward their writing.

NJCCSS:

**MAKING MEANING-**

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

RF.5.4a           Read on-level text with purpose and understanding.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	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.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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| RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.   |
| W.5.1   | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| W.5.a   | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.   |
| W.5.b   | Provide logically ordered reasons that are supported by facts and details.  |
| W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| W.5.2a  | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| W.5.2b  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| W.5.9a  | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.a Interpret figurative language, including similes and metaphors, in context.

**NJCCSS:**

**BEING A WRITER-**

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d Recognize and correct inappropriate shifts in verb tense.\*
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2e Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 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.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- RI.5.1 Quote accurately from a text 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.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a 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.
- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.1d Provide a concluding statement or section related to the opinion presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

**MAKING MEANING-**

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

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- SL.5.1b Follow agreed-upon rules and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**BEING A WRITER-**

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b Follow agreed-upon rules and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively,

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How can I help my classroom become a respectful and productive reading/writing community?</li><li>• What habits and skills do I need to have in order to be a successful reader and writer?</li><li>• How can I use the writing of others to develop ideas for my own writing?</li><li>• How can thinking and talking about what I'm reading improve my comprehension of a text?</li><li>• How do rules of language affect communication?</li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Good listening and discussion skills are critical to building a reading/writing community.</li><li>• Good readers/writers spend time reading, writing, sharing, collaborating, reflecting, and improving their abilities.</li><li>• Good readers engage with the text through questioning, making connections, and using other interactive reading strategies to help them make sense of the text.</li><li>• Writers can get ideas for writing from the writing of others.</li><li>• The conventions of language help readers understand what is being communicated.</li></ul>
<p style="text-align: center;">Unit Learning Targets Include (BAW, MM) <i>Students will know...</i></p>	<p style="text-align: center;">Unit Learning Targets Include (BAW, MM) <i>Students will do...</i></p>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- How to utilize the reading strategy of asking questions to help them to better comprehend text
- How to analyze text structures to help them to better comprehend text
- How to utilize the reading strategy of making inferences to help them to better comprehend narrative text
- How to closely read and write personal narratives
- How to analyze and compose fictional narrative pieces

- Utilize questioning to help them make sense of texts
- Use schema to articulate all they think they know about a topic before they read
- Analyze text structure in novel, including story elements of character, setting, plot and conflict
- Make inferences to understand narrative text
- Utilize questioning and text structure to make sense of narrative text
- Read independently

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing
- Writer's Notebooks

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor texts

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Fall Writing Benchmark
- PARCC writing rubric: Grades 3-5
- Making Meaning End of Unit assessments

Daily Five Guided Reading Center Ideas:

\*There are 90-minute block periods for daily center-based activities in the 5<sup>th</sup> grade.

- Read to Self- students have time to apply self-monitoring and reciprocal reading strategies while reading IDR book
- Word Work 1- students practice vocabulary through various reinforcement activities individually, with a partner, or in small group setting
- Word Work 2- students practice reinforcing grammar skills through various activities individually, with a partner, or in small group setting
- Work on Writing- students practice writing skills through various reinforcement activities individually, with a partner, or in small group setting
- Read to Someone- students will occasionally participate in this center-based activity when practicing fluency, problem-solving, or cooperative learning



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

\*\* Chromebooks will be utilized in several of the above center-based activities.

Teacher Resources:

Technology Component (websites):

- <https://www.edmodo.com/>
- <https://www.visualthesaurus.com/vocabgrabber/>
- <http://www.learnersdictionary.com/>
- <http://dictionary.reference.com/>
- <http://www.tagxedo.com/>
- <http://www.scholastic.com/bookwizard/>
- <http://www.bloomstaxonomy.org>
- <https://www.ixl.com/ela/>

Resources:

- <http://www.state.nj.us/education/sca>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.iste.org/>

Teacher Notes:

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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**Curriculum Development Resources:**

Click the links below to access additional resources used to design this unit:  
<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 5  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:

Kelly Cosentino- 5<sup>th</sup> Grade English and Language Arts Teacher

Approved by Shrewsbury Borough Board of Education:

September 2015

Administration:

Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Implementation: September 2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experienced in grade five of the program: using text features, questioning, analyzing text structure, making inferences, determining importance and summarizing, and synthesizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Marking Period 3 Overview

Units Covered:

Making Meaning: Unit 6- Making Inferences- Fiction and Expository Nonfiction

Unit 7- Analyzing Text Structure: Expository Nonfiction

Being A Writer: Unit 5- Expository Nonfiction

Unit 6- Functional Writing

Skill Practice: Modifiers and Other Parts of Speech- Adjectives, Adverbs, Prepositions and Prepositional Phrases, Correlative Conjunctions, Interjections and Punctuations to Show Emotion, Formal and Informal English (Lessons 18-24)

Grade Level: 5

Recommended Pacing: Marking Period 3

Unit Summary:

In these units in Making Meaning, students will continue to explore how to build their reading community while applying specific reading strategies. Students will make inferences to better understand cause and effect in narrative and expository text, and will continue to use text structure to explore expository text. Students will also analyze how articles can inform by highlighting pros and cons while

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

investigating varying sides of an issue.

In these units of Being a Writer, students continue to learn how to be a contributing member of the writing community. In Unit 5, students will immerse themselves in nonfiction texts. Each student will write, revise and publish an informational report. They will learn how to research, take notes, categorize information and conduct effective internet searches. In Unit 6, students will explore functional writing considering their audience and purpose to review sequence, accuracy, clarity and completeness.

NJCCSS:

MAKING MEANING-

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4a Read on-level text with purpose and understanding.
- RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 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.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a 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.
- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

NJCCSS:

**BEING A WRITER-**

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2a Use punctuation to separate items in a series.\*
- L.5.2e Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4c 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.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.5.7 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.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a 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.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1d Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

topic.

- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards:**

**MAKING MEANING-**

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1b Follow agreed-upon rules and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

**BEING A WRITER-**

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

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Shrewsbury Borough School District  
 ELA Curriculum Guide  
 2015

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I help my classroom become a respectful and productive reading/writing community?</li> <li>• What habits and skills do I need to have in order to be a successful reader and writer?</li> <li>• How can I use the writing of others to develop ideas for my own writing?</li> <li>• How can thinking and talking about what I'm reading improve my comprehension of a text?</li> <li>• How do rules of language affect communication?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Good listening and discussion skills are critical to building a reading/writing community.</li> <li>• Good readers/writers spend time reading, writing, sharing, collaborating, reflecting, and improving their abilities.</li> <li>• Good readers engage with the text through questioning, making connections, and using other interactive reading strategies to help them make sense of the text.</li> <li>• Writers can get ideas for writing from the writing of others.</li> <li>• The conventions of language help readers understand what is being communicated.</li> </ul>
<p>Unit Learning Targets          Include (BAW, MM)  <i>Students will know...</i></p>	<p>Unit Learning Targets          Include (BAW, MM)  <i>Students will do...</i></p>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- How to make inferences to understand cause and effect in narrative and expository text
- How to use text structure to explore narrative text.
- How to analyze articles to inform by highlighting pros and cons and by investigating one side of an issue.
- How to research, draft and publish expository nonfiction writing.
- How to inform or explain in order to create functional writing pieces.

- Make inferences to understand a narrative/expository text.
- Use text structure to explore a narrative text.
- Read independently.
- Analyze how the information in expository nonfiction articles is organized.
- Explore how articles can inform by highlighting pros and cons and by investigating one side of an issue.
- Explore an author's opinion.
- Hear and discuss expository nonfiction and functional writing.
- Explore different ways to organize and present information in nonfiction.
- Begin reading and writing about topics that interest them.
- Cultivate their curiosity about nonfiction topics.
- Explore how information is communicated in functional writing.
- Explore audience and purpose in functional writing.
- Discuss, follow and write directions



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

Formative Assessments:

- IDR Conferencing and notes
- Conferencing
- Writer's Notebooks

Teacher Resources:

Making Meaning, Making Meaning Vocabulary, Being a Writer, vocabulary cards, mentor texts

Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Fall Writing Benchmark
- PARCC writing rubric: Grades 3-5
- Making Meaning End of Unit assessments

Daily Five Guided Reading Center Ideas:

\*There are 90-minute block periods for daily center-based activities in the 5<sup>th</sup> grade.

- Read to Self- students have time to apply self-monitoring and reciprocal reading strategies while reading IDR book
- Word Work 1- students practice vocabulary through various reinforcement activities individually, with a partner, or in small group setting
- Word Work 2- students practice reinforcing grammar skills through various activities individually, with a partner, or in small group setting
- Work on Writing- students practice writing skills through various reinforcement activities individually, with a partner, or in small group setting
- Read to Someone- students will occasionally participate in this center-based activity when practicing fluency, problem-solving, or cooperative learning

\*\* Chromebooks will be utilized in several of the above center-based activities.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Teacher Resources:

Technology Component (websites):

- <https://www.edmodo.com/>
- <https://www.visualthesaurus.com/vocabgrabber/>
- <http://www.learnersdictionary.com/>
- <http://dictionary.reference.com/>
- <http://www.tagxedo.com/>
- <http://www.scholastic.com/bookwizard/>
- <http://www.bloomstaxonomy.org>
- <https://www.ixl.com/ela/>

Resources:

<http://www.state.nj.us/education/sca>  
<http://www.corestandards.org/ELA-Literacy/>  
<http://www.iste.org/>

Teacher Notes:

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Curriculum Development Resources:

Click the links below to access additional resources used to design this unit:  
<http://extras.devstu.org/ccss/overview.php>

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Shrewsbury Borough School District  
English Language Arts Curriculum Guide  
Grade 5  
2015

*Mission Statement:*

*The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.*

Shrewsbury Borough School's Curriculum Writing Committee:

Kelly Cosentino- 5<sup>th</sup> Grade English and Language Arts Teacher

Approved by Shrewsbury Borough Board of Education:

September 2015

Administration:

Brent MacConnell-Superintendent  
Debi Avento-Business Administrator  
Erica Reynolds-Supervisor of Curriculum & Instruction  
Jennifer Zona-Supervisor of Special Services

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Implementation: September 2015

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in

Marking Period 4 Overview

their independent reading. The following strategies are formally taught or informally experienced in grade five of the program: using text features, questioning, analyzing text structure, making inferences, determining importance and summarizing, and synthesizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a collaborative classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, Being a Writer creates many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Units Covered:

Making Meaning: Unit 8- Determining Important Ideas and Summarizing: Narrative Nonfiction and Fiction

Unit 9- Synthesizing: Fiction and Expository Nonfiction

Unit 10- Revisiting the Reading Community

Being A Writer: Unit 7- Opinion Writing

Unit 8- Poetry

Unit 9- Revisiting the Writing Community

Skill Practice: Punctuation- Commas in a Series; Commas after Introductory Word and Phrases; Commas to Set Off “Yes” and “No,” Tag Questions, and Nouns of Direct Address; Commas and Quotation Marks in Dialogue and Direct Quotations; Punctuating Titles (Lessons 25-30)

Grade Level: 5

Recommended Pacing: Marking Period 4

Unit Summary:

In the final units in Making Meaning, students will finish exploring their reading community while applying specific reading strategies. Students will continue to make inferences to understand text. They will also think about important ideas and supporting details in texts and use important ideas to build summaries. Additionally, students will learn how to synthesize by making judgments and forming opinions

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

about texts, using evidence from texts to support their conclusions. Lastly, students will revisit the reading community by sharing book recommendations with class and be generating summer reading lists based on others' recommendations. They will also review the reading comprehension strategies they have learned this year and discuss how these strategies help them to make better sense of what they read.

In the final units of Being a Writer, students will finish contributing to their writing community. In Unit 7, students will read and write persuasive essays defending particular opinions as they explore the elements of opinion writing. In Unit 8, students will hear, discuss, and write poetry. They will think about what makes a poem a poem, and they will informally explore imagery, sound and form in poetry. Lastly, students will revisit the writing community by reviewing what they have written this year and by reflecting on their own growth as writers and as members of the classroom writing community.

NJCCSS:

MAKING MEANING-

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4a Read on-level text with purpose and understanding.
- RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and



Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

evidence support which point(s).

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.4 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 and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - W.5.1a 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.
  - W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

the topic.

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

NJCCSS:

**BEING A WRITER-**

- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2b Use a comma to separate an introductory element from the rest of the sentence.
- L.5.2e Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a Interpret figurative language, including similes and metaphors, in context.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.1 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1 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.
  - a
- W.5.1 Provide logically ordered reasons that are supported by facts and details.
  - b
- W.5.1 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - c
- W.5.1 Provide a concluding statement or section related to the opinion presented.
  - d
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9 Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, a settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards:**

**MAKING MEANING-**

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1b Follow agreed-upon rules and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.

**BEING A WRITER-**

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b Follow agreed-upon rules and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

processes through technology.

2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"><li>• How can I help my classroom become a respectful and productive reading/writing community?</li><li>• What habits and skills do I need to have in order to be a successful reader and writer?</li><li>• How can I use the writing of others to develop ideas for my own writing?</li><li>• How can thinking and talking about what I'm reading improve my comprehension of a text?</li><li>• How do rules of language affect communication?</li></ul>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"><li>• Good listening and discussion skills are critical to building a reading/writing community.</li><li>• Good readers/writers spend time reading, writing, sharing, collaborating, reflecting, and improving their abilities.</li><li>• Good readers engage with the text through questioning, making connections, and using other interactive reading strategies to help them make sense of the text.</li><li>• Writers can get ideas for writing from the writing of others.</li><li>• The conventions of language help readers understand what is being communicated.</li></ul>
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Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

- How to determine important ideas and summarize
- How to synthesize information from various texts
- How to self-reflect on their reading experiences
- How to read and write persuasively
- How to read and write poetry
- How to self-reflect on their writing experiences

- Make inferences to understand narrative nonfiction
- Think about important ideas and supporting details in narrative nonfiction
- Read independently
- Synthesize by making judgments and forming opinions about fiction text, using evidence from story to support their conclusions
- Share book recommendations and plan summer reading
- Reflect on their use of reading comprehension strategies
- Reflect on growth as reader
- Hear and discuss persuasive essays
- Identify purpose and audience of persuasive essays
- Think about information communicated in persuasive essays
- Generate opinions they feel strongly about for persuasive essays
- Hear, discuss and write poems
- Think about what a poem is
- Explore imagery, sound, and form in poems
- Generate and quick-write ideas for poems
- Cultivate their creativity
- Review their writing from the year
- Reflect on growth as writers
- Write to next year's class about how to be good writers
- Write about their favorite authors
- Plan summer writing

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

Evidence of Learning

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Shrewsbury Borough School District  
ELA Curriculum Guide  
2015

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- <http://www.learnersdictionary.com/>
- <http://dictionary.reference.com/>
- <http://www.tagxedo.com/>
- <http://www.scholastic.com/bookwizard/>
- <http://www.bloomstaxonomy.org>
- <https://www.ixl.com/ela/>

Resources:

- <http://www.state.nj.us/education/sca>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.iste.org/>

Teacher Notes:

Shrewsbury Borough School District  
ELA Curriculum Guide  
2015



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