



# **ROCHELLE PARK SCHOOL DISTRICT**

## **Midland School #1**

### **English Language Arts Curriculum**

#### **Grade 5**

### **Rochelle Park Mission Statement**

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

### **Rochelle Park Vision Statement**

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



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<b>Pacing Guide</b>		
<b>Reading Focus/Journeys Unit</b>	<b>Writing Focus</b>	<b>Time</b>
Reading Literature/Informational Text Journeys - Lessons 1 - 5 Unit 1: Meet the Challenge	Fictional Narrative Writing	6 Weeks
Reading Literature / Informational Text Journeys: Lessons 6 - 10 Unit 2: Wild Encounters	Informational: Procedural, Cause- Effect, Compare - Contrast, Research	6 Weeks
Reading Literature/Informational Text Journeys: Lessons 11 - 15 Unit 3: Revolution	Opinion/Persuasive	6 Weeks
Reading Literature/Informational Text Journeys: Lessons 16 - 20 Unit 4: The Power of Story Telling	Description, Autobiography, Personal Narrative	6 Weeks
Reading Literature/Informational Text Journeys: Lessons 21 - 25 Unit 5: Under Western Skies	Literary Response Essay	6 Weeks
Reading Literature /Informational Journeys: Lessons 25 - 30 Unit 6: Reading Adventures	Informational Writing	6 Weeks



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## Educational Technology

Indicators: 8.1.5.A.1 8.1.5.A.2 F, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.D.2, 8.1.5.E.1, 8.1.5.F.1,

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problem
- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- Use a graphic organizer to organize information about problem or issue.
- Collaborative to produce a digital story about a significant local event or issue based on first-person interviews
- Analyze the resource citations in online materials for proper use
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- Apply digital tools to collect, organize, and analyze data that support a scientific finding

## Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

- .Apply appropriate academic and technical skills.
- Act as a responsible and contributing citizen and employee.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Use critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence



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## 21st Century Life and Careers

Indicators: 9.2.8.B.3

- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

## NJSLS Progress Indicators

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.8, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4., W. 5.1, W.5.2, W.5.3,W.5.4, W.5.5. W.5.6, W.5.7, W.5.8, SL.5.1, SL.5.2, SL.5.3, SL.5.4., SL.5.5., SL.5.6. , L.5.1., L.5.2., L.5.3, L.5.4., L.5.5., L.5.6

## Literature

### Enduring Understandings

- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Literature is a tool that expands our understanding of the world.
- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Good readers employ strategies to help them understand text.
- Strategic readers can develop, select, and apply strategies to enhance

### Essential Questions

- Why do we read?
- What strategies do readers use to comprehend narrative text?
- What are the literary elements and literary devices authors include when writing narrative text? How does understanding these elements and devices help readers to better comprehend narrative text?
- How does understanding the structure of a genre help us to better comprehend what we read?
- What types of connections do readers make when reading narrative



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<p>their comprehension.</p> <ul style="list-style-type: none"> <li>• Fiction follows a predictable structure that helps us in comprehending what is read.</li> <li>• Good readers compare, infer, synthesize and make connections (text to text, text to word, text to self) to make text personally relevant and useful</li> </ul>	<p>text?</p>
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## Knowledge and Skills

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• . Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</li> <li>• . Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>• Describe how a narrator’s or speaker’s point of view influences how events are described. Integration of Knowledge and Ideas</li> <li>• 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).</li> <li>• Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> <li>• By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</li> </ul>
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## Informational Text

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Reading serves different purposes.</li> <li>• Reading informational text expands our understanding of the world and its people. •</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we read informational texts? •</li> <li>• How does reading informational text help us understand our world?</li> <li>• How does understanding a genre structure help us to better comprehend what we read?</li> </ul>



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- Reading includes active listening and independent application of skills.
- Informational texts have specific features that aid in understanding.

- Why is it important to think while you read?
- What informational text features help readers comprehend text?

## Knowledge and Skills

- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Craft and Structure
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 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.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas
- 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.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## Foundational

### Enduring Understandings

- Reading with accuracy and fluency aids in comprehension.
- Effective readers monitor their understanding of a text by

### Essential Questions

- How do we learn to read?
- How do we figure out a word we do not recognize?



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- adjusting their strategies.
- Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.

- How does fluency affect comprehension?

## Knowledge and Skills

### Students will be able to:

- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

### Enduring Understandings

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writers get their ideas from their own personal experiences and from the world around them.
- Writing is a means to express ideas of importance and provide convincing evidence.
- Writing is a means to help others understand and learn.
- Writing is a means to share stories.
- The purpose for writing determines the genre.
- Good writers use a repertoire of strategies that enables them to vary form, style in order to write for different purposes, audiences, and contexts.

### Essential Questions

- How do writers develop ideas to engage their audience and write with purpose?
- How does the genre of writing affect the way authors write?
- What are different ways authors can add craft to their writing?



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- Researchers gather and critique information on a topic from a variety of sources for specific purposes

## Knowledge and Skills

Students will be able to:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - Provide a conclusion related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a conclusion related to the information of explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as





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to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

- Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]”).
  - 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]”).
- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● There is a structure that governs language, which allows us to communicate our message clearly.</li> <li>● Active listening helps us to navigate and understand our world.</li> <li>● Speakers question and share during a discussion to explore ideas and clarify thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is being an active listener important?</li> <li>● How do we speak so that others understand our message?</li> </ul>
Knowledge and Skills	
<p>Students will demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>● 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           <ul style="list-style-type: none"> <li>○ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under</li> </ul> </li> </ul>	



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- discussion.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Command of the English language is important when speaking and writing.</li> <li>● Rules and conventions help readers and writers understand what is being communicated.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the rules of language affect communication?</li> <li>● How does having command of the English language affect of daily lives?</li> </ul>
Knowledge and Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>○ Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>○ Use verb tense to convey various times, sequences, states, and conditions.</li> </ul> </li> </ul>	



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- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation to separate items in a series.
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words 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?)
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
  - Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Assessment

Resources



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- *Journeys* Grab-and-Go! Resources: Standards-based supports organized by lesson, including:
  - Weekly Tests and Answer Keys
  - Unit and Benchmark Assessments
  - Running Records
- Teacher Observation (whole class instruction and/or discussion)
- Small-group instruction
- Textbook Worksheets
- Reader's/Writer's Workshop/Centers
- Guided Reading
- Rubrics
- Quizzes
- Journals
- Essays
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - [Raz Kids](#)

Textbook: Houghton Mifflin Harcourt: *Journeys* ©2017

- Teacher Edition and Teacher ebook
- Leveled Readers/Lesson Plans
- Audio Hub
- Big Books
- Biliteracy/Spanish Resources
- Blend-It Books
- Close Reader
- Combination Classroom Planning Guide
- Common Core ELA Exemplar Resource
- Decodable Readers
- Focus Walls
- Grab-and-Go! Resources
- HMH in the News
- Instructional Cards
- Interactive Whiteboard Lessons
- iRead Videos
- Literacy and Language Guide
- Parent Resource
- Projectables
- Quick Start Pacing Guide
- Reader's Notebook
- Trade Books
- Video Hub
- Writing Handbook
- Anchor Charts
- Units of Study in Opinion, Information, and Narrative Writing, Grade 2 (Calkins)
- [Raz Kids](#)



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	<u>Potential Novel Units:</u>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	ENRICHMENT	
<ul style="list-style-type: none"> <li>● Menu Activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> <li>● Repeat, clarify, or reword directions</li> <li>● Small group instruction</li> <li>● Read directions aloud</li> <li>● Consistent routine</li> <li>● Mini-breaks between tasks</li> <li>● Provide warning for transitions</li> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> <li>● Extension activities</li> <li>● High-level thinking and analysis questions and discussions</li> <li>● Independent student options</li> <li>● Advanced vocabulary opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Scholastic Magazine</li> <li>● The <i>Journeys</i> reading program integrates cross-curricular connections in the following domains: <b>math, the arts, civics, community life, cultures, Earth science, health and safety, life science, recreation and travel, social relationships, and values.</b></li> <li>● Research performance tasks</li> </ul>