

Week	Marking Period 1 (September-November)	Week	Marking Period 3 (January-March)
1	<b>ELA Benchmark 1</b> (completed by end of first full week in September) <b>Timed Writing:</b> Summer Smart: Literary Analysis		Unit 4 “The Universe” anchor texts: <i>The Universe</i> <i>Circles, Squares, and Daggers</i>
	Unit 1 “Heritage” anchor texts: <i>From Miss Ida’s Porch</i> <i>In Two Worlds</i>	22	Unit 4: Lesson 3 <i>The Mystery of Mars</i> <b>Literary Analysis</b>
2	Unit 1: Lesson 1 <i>The Land I Lost: Adventures of a Boy in Vietnam</i> <b>Introduction to Writing</b>	23	Unit 4: Lesson 4 <i>Apollo 11: First Moon Landing</i> <b>Literary Analysis</b>
3	Unit 1: Lesson 2 <i>Our Song</i> <b>Introduction to Writing</b>	24	Unit 4: Lesson 5 <i>Ellen Ochoa: Reaching for the Stars</i> <b>Literary Analysis</b>
4	Unit 1: Lesson 3 <i>The Dancing Bird of Paradise</i> <b>Introduction to Writing</b>	25	Unit 4 Science Inquiry & Reading and Responding to Unit Poetry <b>Literary Analysis</b>
5	<b>Novel:</b> <i>Wonder</i> by R.J.Palacio	26	<b>Choice of Novel</b> <b>Literary Analysis</b>
6	<b>Novel:</b> <i>Wonder</i> by R.J.Palacio	27	<b>Novel study (continued)</b> <b>Literary Analysis</b>
7	<b>Novel:</b> <i>Wonder</i> by R.J.Palacio	28	Unit 5 “Going West” anchor texts: <i>The Journal of Wong Ming Chung</i> <i>Buffalo Hunt</i>
8	<b>Research Simulation Task I/ Opinion</b>	29	Unit 5: Lesson 3 <i>Bill Pickett: Rodeo-Ridin’ Cowboy</i> <b>Literary Analysis</b>
9	<b>Research Simulation Task I/ Opinion</b>	30	Unit 5: Lesson 4 <i>Ghost Towns of the American West</i> <b>Literary Analysis</b>
	Unit 2 “Energy” anchor texts: <i>The Wind at Work</i> <i>What are Food Chains and Webs?</i>		
10	Unit 2: Lesson 1 <i>When Sparks Fly</i> <b>Research Simulation Task II/ Opinion</b>		
Week	Marking Period 2 (November-January)		Marking Period 4 (April-June)

11	Unit 2: Lesson 2 <i>Tailing Tornadoes</i> <b>Research Simulation Task II / Opinion</b>	31	Unit 5: Lesson 5 <i>McBroom the Rainmaker</i> <b>Literary Analysis</b>
12	Unit 2: Lesson 3 <i>Jake Drake Know-It-All</i> <b>Research Simulation Task II / Opinion</b>	32	<b>ELA Benchmark 5</b> Unit 5 Social Studies Inquiry & Reading and Responding to Unit Poetry
13	Unit 2 Science Inquiry & Reading and Responding to Unit Poetry <b>Research Simulation Task II / Opinion</b>	33	Unit 6: Lesson 1 <i>Founders of the Children’s Rainforest</i> <b>Informational</b>
14	<b>ELA Benchmark 3 and Choice of Novel</b>	34	Unit 6: Lesson 2 <i>Jason and the Golden Fleece</i> <b>Informational</b>
15	<b>Novel study (continued)</b>	35	Unit 6: Lesson 3 <i>The Quest for Healing</i> <b>Informational</b>
	Unit 3 “Making a New Nation” anchor texts: <i>...If You Lived at the Time of the American Revolution</i> <i>Midnight Ride of Paul Revere</i>	36	Unit 6: Lesson 4 <i>The White Spider’s Gift</i> <b>Informational</b>
16	Unit 3: Lesson 3 <i>The Master Spy of Yorktown</i> <b>Narrative</b>	37	Unit 6: Lesson 5 <i>The Story of Annie Sullivan</i> <b>Informational</b>
17	Unit 3: Lesson 4 <i>Shh! We’re Writing the Constitution</i> <b>Narrative</b>	38	Unit 6 Social Studies Inquiry & Reading and Responding to Unit Poetry
18	Unit 3: Lesson 5 <i>Give Me Liberty!</i> <b>Narrative</b>	39	<b>Novels: Literature Circles</b>
19	Unit 3 Social Studies Inquiry & Reading and Responding to Unit Poetry <b>Narrative</b>	40	<b>Novels: Literature Circles</b>
20	<b>Research Simulation Task III</b>		
21	<b>Research Simulation Task III</b>		

\*Please be advised that the above is an approximate suggested pacing guide.

\*\*Research Simulation Task III is conducted by the Grade 5 Math/Science teachers

<b>Time Frame</b>	<b>September</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
When focusing upon narrative text, reading and writing help us make text-to-self connections.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How do I figure out a word I do not know?</li> <li>• <b>Reading:</b> How do readers construct meaning from text?</li> <li>• <b>Reading:</b> What do good readers do when they do not understand everything in a narrative text?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> How does process shape the writer's product?</li> <li>• <b>Speaking and Listening:</b> How does speaking and listening help us learn?</li> <li>• <b>Language:</b> Why is it important to use language conventions?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers use strategies to monitor their decoding and comprehension.</li> <li>• <b>Reading:</b> Good readers ask questions as they read.</li> <li>• <b>Reading:</b> Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• <b>Writing:</b> Writing helps us to clarify, as well as to express our thoughts.</li> <li>• <b>Speaking and Listening:</b> Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• <b>Language:</b> Conventions of language help us communicate our thoughts clearly.</li> </ul>	
<b>CCSS</b>	RL.5.1-4; RL.5.6-7; RI.5.1-4; RI.5.2.3.A-C; RF.5.3; RF.5.3a; RF.5.4; RF.5.4a-c; W.5.2; W.5.2a-b; W.5.4-6; W.5.8-9; W.5.9a-b; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-6; L5.1; L5.1c; L5.2; L5.2a-b; L5.2e; L5.3; L5.3a; L5.4b-c; L5.5; L5.5a-c; L5.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• use comprehension strategies: making connections, visualizing, summarizing, predicting,</li> </ul>	

and asking questions.

- understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.

### **Reading for Informational Text**

Students will

- activate prior knowledge and anticipate what will be read or heard.
- develop and revise questions for investigations prior to, during, and after reading.

### **Reading: Foundational Skills**

Students will

- use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.

### **Writing**

Students will

- understand the writing process.
- name and apply the Six Traits of Writing.
- generate possible ideas for writing through brainstorming and graphic organizers.
- generate ideas for writing through modeling.
- build fluency through journal writing and quick writes.
- utilize the RACE strategy to construct effective open-ended responses.

### **Speaking and Listening**

Students will

- respond orally to literature.
- listen to directions.
- learn how to communicate clearly.

### **Language**

Students will

- review common and proper nouns.
- review verb and verb phrases.
- continue to reinforce direct and indirect objects.
- review subjects and predicates.
- identify types of sentences.
- review simple sentences.
- review adjectives and adverbs.

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Use word lines to review word structure and definitions.
- Browse selection to identify purpose for reading (genre and theme).
- Read story orally stopping to identify main idea and details.

- Make connections between self, text, and world through reading activities.

### **Writing**

- Use prewriting organizers to choose and focus on a topic.
- Establish a Writer's Journal.
- Use the five steps of the writing process to write a descriptive paragraph.
- Perform draft writing.
- Name and identify the traits of good writing.
- Complete monthly writing task.
- Participate in monthly *Write to Win!* open-ended response contests.
- Use the research process to begin a Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Have students give partners directions for doing something specific relating to their text-to-self connection.
- Complete story maps.
- Listen to stories on CD. Reiterate key points and/or details.

### **Language**

- Revise and edit daily language exercise.
- Edit with a partner.
- Utilize skills practice activities to reinforce grammar concepts.
- Write sentences and identify sentence types used.

## **Assessments**

- Informal Observations
- Graded worksheets
- Pretest Benchmarks
- Weekly selection tests
- Rubric assessment of writing tasks
- Authentic assessments
- Smart Response activities

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

Social Studies  
Art  
Music  
Technology

## **Technology Integration**

Listening Library CD

Elmo

Internet Resources

Smart Board activities

Podcasts

Teacher Tube

Blogs

Wikis

On-line benchmark assessments

Smart Responders

<b>Time Frame</b>	<b>October</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
When focusing upon expository text, reading and writing help us make text-to-self connections.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> What are the strategies that good readers use?</li> <li>• <b>Reading:</b> How does the style and point of view of the author affect the reader’s understanding of the text?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> What are the strategies that good writers use?</li> <li>• <b>Speaking and Listening:</b> How does a speaker help a listener comprehend?</li> <li>• <b>Language:</b> Why is it important to use language conventions?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers use strategies to monitor their decoding and comprehension.</li> <li>• <b>Reading:</b> Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• <b>Reading:</b> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• <b>Writing:</b> Genre influences organization, technique, and style.</li> <li>• <b>Speaking and Listening:</b> Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• <b>Speaking and Listening:</b> Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.</li> <li>• <b>Language:</b> Conventions of language help us communicate our thoughts clearly.</li> </ul>	
<b>CCSS</b>	RL.5.1-4; RL.5.6-7; RI.5.1-4; RI.5.2.3.A-C; RI.5.9-10; RF.5.3; RF. 5.3.a; RF.5.4; RF.5.4.a-c; W.5.2; W. 5.2.a; W.5.2.b; W.5.4-6; W.5.8-9; W.5.9.a-b; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-6; L5.1; L5.1.c; L.5.2; L.5.2.a-b; L5.2.e; L5.3; L.5.3.a; L.5.4.b-c; L.5.5; L.5.5.a-c; L5.6.
<b>Key Concepts and Skills</b>	
<b>Reading for Literature</b>	

Students will

- use comprehension strategies while reading.

### **Reading for Informational Text**

Students will

- interpret new words correctly in context.
- understand root words and origins.

### **Reading: Foundational Skills**

Students will

- use context clues to decode new vocabulary.

### **Writing**

Students will

- take notes from multiple sources.
- continue to use the five steps of the writing process to complete a writing task.
- conference with peers and teacher.
- revise and edit writing tasks.
- use varying sentence types.
- use transition words in writing.
- have a clear topic sentence with supporting ideas and details.
- incorporate figurative language in writing.
- utilize the RACE strategy to construct effective open-ended responses.

### **Speaking and Listening**

Students will

- use proper elements of grammar when speaking.
- respond to literature.
- use standard English when speaking to an audience.

### **Language**

Students will

- identify commas and capitalization.
- identify possessive nouns.
- recognize action, helping, and linking verbs.
- understand regular and irregular plurals.
- utilize conjunctions in writing.
- understand levels of specificity, word relationships, prefixes, suffixes, compound words, and plurals.

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Review word structure lines.
- Use graphic organizers to help students browse the selection to identify the purpose for



reading and build background.

- Review comprehension strategies and skills through oral reading as a class.
- Identify missing vocabulary word in a sentence.

### **Writing**

- Maintain a Writer's Journal.
- Use the Writer's Checklist to revise and edit peer/student work.
- Revise, focusing on audience needs and clarifying information through sequential organization.
- Complete monthly writing task.
- Participate in monthly *Write to Win!* open-ended response contests.
- Use the research process to continue working on a Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Speak in front of peers about a selection or experience that relates an informational text.
- Listen without interrupting and generate questions that are applicable to topic.

### **Language**

- Exchange writing with a peer and edit for the correct use of parts of speech.
- Incorporate grammar usage throughout student writing.
- Utilize skills practice activities to reinforce grammar concepts.
- Continue to revise and edit daily language exercise.

## **Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Rubric assessment of writing tasks
- Authentic assessments
- Open-ended questions
- Benchmark assessments
- Smart Response activities

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

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**Technology Integration**

Listening Library CD  
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<b>Time Frame</b>	<b>November</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
Comprehension strategies and knowledge of the writing process help us gather information from informational text.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How does a reader make meaning from text?</li> <li>• <b>Reading:</b> Why and how does a reader generate text-supported evidence?</li> <li>• <b>Reading:</b> What does the text mean?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> What do good writers write about?</li> <li>• <b>Speaking and Listening:</b> What techniques do effective speakers employ?</li> <li>• <b>Language:</b> How do the rules and conventions of the English language help us understand what is being communicated?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers compare, infer, synthesize, and make connections (text-to-text, text-to-world, and text-to-self) to make text personally relevant and useful.</li> <li>• <b>Reading:</b> Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>• <b>Writing:</b> Good writers write about what they see, know, and enjoy.</li> <li>• <b>Speaking and Listening:</b> Questioning and contributing to discussions help speakers convey their message, explore issues, and clarify their thinking.</li> <li>• <b>Language:</b> Rules and the conventions of the English language assist readers in understanding what is being communicated.</li> </ul>	
<b>CCSS</b>	RL.5.2; RL.5.4; RL.5.10; RI.5.2-4; RI.5.8-10; RF.5.3; RF.5.3a; RF.5.4; RF. 5.4a-c; W.5.1; W.5.1a-b & d; W.5.2; W.5.2a-d; W.5.4-9; W.5.9a-b; SL.5.1; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.5; SL.5.6; L5.1; L5.1c; L.5.2; L5.2e; L5.3; L.5.3a; L.5.4; L.5.4a-c; L.5.5; L.5.5.c; L5.6.
<b>Key Concepts and Skills</b>	
<b>Reading for Literature</b>	

Students will

- adjust reading speed appropriately for different purposes.
- vary reading strategies according to purpose for reading and the nature of the text.
- anticipate and construct meaning from text by making conscious connections to self, an author, and others.

### **Reading for Informational Text**

Students will

- vary reading strategies according to purpose for reading and the nature of the text.
- anticipate and construct meaning from text by making conscious connections to self, an author, and others.
- identify cause and effect relationships.

### **Reading: Foundational Skills**

Students will

- adjust reading speed appropriately for different purposes.
- vary reading strategies according to purpose for reading and the nature of the text.
- apply knowledge of letter-sound associations, language structures, and context to recognize words.

### **Writing**

Students will

- use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
- draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.
- write for different purposes and a variety of audiences in a timed setting.
- use transition devices within and between paragraphs.
- utilize the RACE strategy to construct effective open-ended responses.

### **Speaking and Listening**

Students will

- speak clearly, making eye contact and using Standard English.

### **Language**

Students will

- identify adjectives and adverbs.
- identify compound sentences.
- use prepositions and prepositional phrases.
- use spell/grammar check and electronic resources (i.e., dictionary, thesaurus).

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Use structural elements, context, and questioning to read and clarify the meanings of

unfamiliar words.

- Review word structure lines.
- Use word lines to have students create an original sentence that demonstrates the meaning of the word.
- Identify the cause and effect in the sentence of the selection.

### **Writing**

- Maintain a Writer's Journal.
- Complete timed writing prompts.
- Conference with teacher to discuss where they are in the writing process.
- Choose a previous writing assignment and add three transition words to it.
- Complete monthly writing task.
- Participate in the monthly *Write to Win!* open-ended response contests.
- Use the research process to complete a Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Orally share inquiry questions and conjectures with peers.
- Share weekly journal entries in front of peers.

### **Language**

- Exchange writing with a peer and underline adjectives, adverbs, and prepositions.
- Incorporate grammar usage throughout student writing.
- Utilize skills practice activities to reinforce grammar concepts.
- Revise and edit daily language exercises.

## **Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Rubric assessment of writing tasks
- Authentic assessments
- Open-ended questions
- Benchmark assessments
- Smart Response activities

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

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**Technology Integration**

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<b>Time Frame</b>	<b>December</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
When focusing upon expository text, reading and writing help us make text-to-world connections.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How do readers make meaning from text?</li> <li>• <b>Reading:</b> What makes a good reader?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> Who am I writing for?</li> <li>• <b>Speaking and Listening:</b> What are the effects of media on the viewer?</li> <li>• <b>Language:</b> How do the rules and conventions of the English language help us understand what is being communicated?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers ask themselves what happens and why it happens.</li> <li>• <b>Reading:</b> Good readers use resources to help them figure out new words.</li> <li>• <b>Writing:</b> Authors write for many different purposes.</li> <li>• <b>Speaking and Listening:</b> People experience the same media message differently.</li> <li>• <b>Language:</b> Rules and the conventions of the English language assist readers in understanding what is being communicated.</li> </ul>	
<b>CCSS</b>	RL.5.2; RL.5.4; RL.5.10; RI.5.1-4; RI.5.9-10; RF.5.3; RF.5.3a; RF.5.4; RF.5.4a-c; W.5.2; W. 5.2a-e; W.5.4-9; W.5.9a-b; W.5.10; SL.5.1; SL.5.1a-d; SL.5.2; SL.5.4-5; L5.1; L.5.1a; L.5.2; L.5.2e; L5.3; L.5.3a; L.5.4; L.5.4a; L.5.4c; L.5.5; L.5.5a; L.5.5c; L5.6.
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b> Students will</p> <ul style="list-style-type: none"> <li>• identify facts and opinions within the selection.</li> <li>• identify the author’s purpose for writing (to inform, entertain, persuade, etc.).</li> <li>• distinguish between major and minor details.</li> <li>• clarify, summarize, make connections, and visualize while reading the text.</li> </ul>	

**Reading for Informational Text**

Students will

- identify facts and opinions within the selection.
- identify the author's purpose for writing (to inform, entertain, persuade, etc.).
- distinguish between major and minor details.
- clarify, summarize, make connections, and visualize while reading the text.

**Reading: Foundational Skills**

Students will

- identify facts and opinions within the selection.
- identify the author's purpose for writing (inform, entertain, persuade).
- distinguish between major and minor details.
- clarify, summarize, make connections, and visualize while reading the text.

**Writing**

Students will

- locate information and take notes from multiple sources.
- use a thesaurus to generate alternate word choices.
- revise, edit, and publish writing sample.
- use formal language.
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- pay attention to what the speaker is expressing and his/her purpose for speaking.
- choose a means of presentation that will engage an audience.

**Language**

Students will

- use correct capitalization in writing.
- identify and use demonstrative pronouns.
- review adverbs and adjectives.
- review prepositions and prepositional phrases.
- review using electronic sources to create and revise documents.

**Learning Activities****Reading for Literature/Informational Text/Foundational Skills**

- Model comprehension strategies while reading.
- Read selection silently and apply comprehension skills.
- Make lists of facts and opinions from the selection to share with peers.
- Have students differentiate between author's major and minor purpose for writing story selection.



- Post questions/concepts on Concept/Question bulletin board.

### **Writing**

- Use a Language Arts Handbook to revise and edit writing.
- Collect information from various sources and determine relevance of information.
- Organize information and notes in a logical sequence using headings when appropriate.
- Complete monthly writing task.
- Maintain a Writer's Journal.
- Participate in monthly *Write to Win!* open-ended response contests.
- Use the research process to begin a second Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Engage audience by beginning with a question or interesting fact to draw in listeners.
- Work in small groups on inquiry investigations, each person must be aware of his or her own role in the group and do assigned task.

### **Language**

- Incorporate grammar usage throughout student writing.
- Utilize skills practice activities to reinforce grammar concepts.
- Revise and edit daily language exercise.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

## **Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Benchmark assessments
- Rubric assessment of writing tasks
- Authentic assessments
- Open-ended questions
- Smart Response activities

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

Social Studies  
Science  
Art

Music  
Technology

**Technology Integration**

Listening Library CD  
Elmo  
Internet Resources  
Smart Board activities  
Podcasts  
Teacher Tube  
Blogs  
Wikis  
On-line benchmark assessments  
Smart Responders

<b>Time Frame</b>	<b>January</b>
<b>Topic</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
How is a persuasive argument formed when based on information gathered from expository text?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> What is the difference between fantasy and reality (fiction and nonfiction)?</li> <li>• <b>Reading:</b> Does literature reflect culture or shape it?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> Why do writers write?</li> <li>• <b>Speaking and Listening:</b> What do effective speakers sound like?</li> <li>• <b>Language:</b> How do we decide upon word choice?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Great stories/books address universal themes of human existence and conflict.</li> <li>• <b>Writing:</b> Good writers develop and define their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>• <b>Speaking and Listening:</b> A speaker's choice of words and style set a tone and define the message.</li> <li>• <b>Language:</b> Word choice impacts meaning.</li> </ul>	
<b>CCSS</b>	RL.5.2; RL.5.4; RL.5.10; RI.5.1-4; RI.5.9-10; RF.5.3; RF. 5.3.a; RF.5.4; RF. 5.4.a-c; W.5.2; W.5.2.a-e; W.5.4-9; W.5.9.a-b; W.5.10; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-5; L5.1; L.5.1a; L.5.2; L.5.2.e; L5.3; L.5.3.a; L.5.4; L.5.4.a; L.5.4.c; L.5.5; L.5.5.a; L.5.5.c; L5.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• vary reading strategies according to their purpose for reading and the nature of the text.</li> <li>• identify genre by their distinctive elements.</li> <li>• respond orally to literature.</li> <li>• draw conclusions from information gathered from story selection.</li> </ul>	

**Reading for Informational Text**

Students will

- vary reading strategies according to their purpose for reading and the nature of the text.
- identify genre by their distinctive elements.

**Reading: Foundational Skills**

Students will

- infer specific word meanings.

**Writing**

Students will

- use narrative techniques (dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).
- include the major ingredients of any story (characters, plot, setting, and point of view) within their writing.
- use basic story structure (beginning, middle, climax, and end).
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- identify misleading information and persuasive techniques.
- consult multimedia when searching for ideas and facts.

**Language**

Students will

- identify and use dependent and independent clauses.
- recognize complex sentences.
- identify fragments and run-on sentences.
- learn about subject-verb agreement.
- use quotation marks correctly in writing.

**Learning Activities****Reading for Literature/Informational Text/Foundational Skills**

- Discuss the selection in a whole-group setting.
- Use the Listening CD to write down unknown words from the selection.
- Use a K-W-L chart to assist students in setting purposes for reading.
- Ask who, what, why, when, where, or how questions.
- Make interpretations of the text recognizing how the elements of the text fit a specific genre.

**Writing**

- Maintain a Writer's Journal.
- Complete monthly writing task.
- Complete plot line diagram and story structure map.
- Participate in monthly *Write to Win!* open-ended response contests.

- Use the research process to complete a Research Simulation Task (see RST Curriculum Map).

### **Speaking and Listening**

- Read monthly writing task to the class and share peer evaluations.
- Share commercials and recognize persuasive and bias elements.

### **Language**

- Exchange writing with a peer and edit for correct usage.
- Exchange writing with a peer and combine clauses into complex sentences.
- Utilize skills practice activities to reinforce grammar concepts.
- Revise and edit daily language exercises.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

## **Assessments**

- Informal Observations
- Graded worksheets
- Benchmark assessments
- Weekly selection test
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Smart Response activities

## **21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

## **Interdisciplinary Connections**

Social Studies  
Science  
Art  
Music  
Technology

## **Technology Integration**

Listening Library CD  
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On-line benchmark assessments  
Smart Responders

<b>Time Frame</b>	<b>February</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
How do reading and writing help us make text-to-text connections and share information when working with informational text?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Why do readers read?</li> <li>• <b>Reading:</b> What is the author saying?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> Why do authors vary form and style?</li> <li>• <b>Speaking and Listening:</b> What is the most effective way for a speaker to address specific audiences?</li> <li>• <b>Language:</b> How has technology changed the way we use language?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Researchers gather and critique information from different sources for specific purposes.</li> <li>• <b>Writing:</b> Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>• <b>Speaking and Listening:</b> A speaker selects a form and organizational pattern based on the audience and purpose.</li> <li>• <b>Language:</b> Language has different meanings in different contexts.</li> </ul>	
<b>CCSS</b>	RL.5.4; RL.5.7; RI.5.10; RI.5.1-5.4; RI.5.7; RI.5.9-10; RF.5.3; RF.5.3a; RF.5.4; RF. 5.4a-c; W.5.1; W.5.1a-b; W.5.2; W. 5.2a-b; W.5.2d; W.5.3; W.5.3a-e; W.5.4-9; W.5.9.b; W.5.10; SL.5.1; SL.5.1a-d; SL.5.2; SL.5.4; SL.5.5; L.5.2; L.5.2d-e; L5.3; L.5.3a; L.5.4; L5.4a-c; L.5.5; L.5.5c; L5.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• make inferences to show understanding of feelings, mood, and setting in the context of the story.</li> </ul>	

- recognize when predictions are or are not confirmed by the text.
- recognize literary elements in stories, including setting, characters, plot, and mood.

**Reading for Informational Text**

Students will

- develop and revise questions for investigations prior to, during, and after reading.
- recognize when predictions are or are not confirmed by the text.

**Reading: Foundational Skills**

Students will

- recognize organizational patterns in selection

**Writing**

Students will

- complete the prewriting and research process for biographies.
- organize information using graphic organizers.
- begin drafting from a specific point of view.
- revise drafts, focusing on organization and sensory details.
- confer with peers.
- publish and share research reports.
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- make eye contact, speak clearly and audibly, and use gestures when addressing an audience.

**Language**

Students will

- review apostrophes and quotation marks.
- review demonstrative pronouns.
- review fragments, run-ons, and subject-verb agreement.

## **Learning Activities**

**Reading for Literature/Informational Text/Foundational Skills**

- Sequence story events using a graphic organizer.
- Describe a character and discuss how word choice affects characterization.
- Gather clues from the story and use them with prior knowledge (inference) to gain a deeper understanding of a story event and list its implications.
- Browse story selection to make predictions and check predictions while reading the selection.

**Writing**

- Create a list as a class of potential subjects to research.
- Search the Internet to investigate possible subjects.



- Research the subject by taking notes/paraphrasing using chosen sources.
- Present events chronologically using a timeline.
- Follow writing process to complete writing task.
- Maintain a Writer’s Journal.
- Participate in the monthly *Write to Win!* open-ended response contests.
- Use the research process to begin Science-based Research Simulation Task (see RST Curriculum Map).

**Speaking and Listening**

- Present oral presentations to peers.
- Critique oral presentations using praise and constructive criticism.

**Language**

- Choose pieces of writing to edit for the proper use of apostrophes and quotation marks.
- Create a paragraph that uses demonstrative pronouns.
- Utilize skills practice activities to reinforce grammar concepts.
- Revise and edit daily language exercises.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

**Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Benchmark assessments
- Rubric assessment of writing task
- Authentic assessments
- Open-ended questions
- Smart Response activities

**21st Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Science  
 Art  
 Music  
 Technology

**Technology Integration**

Listening Library CD  
Elmo  
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Blogs  
Wikis  
On-line benchmark assessments  
Smart Responders

<b>Time Frame</b>	<b>March</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
How does reading and knowing your audience help us with setting author's purpose when preparing to write?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How do readers monitor comprehension?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> What are the steps a proficient and effective writer follows?</li> <li>• <b>Writing:</b> What strategies do effective writers use for revising and editing?</li> <li>• <b>Writing:</b> How does the recursive process benefit the writer and the reader?</li> <li>• <b>Speaking and Listening:</b> What makes a speaker easy to follow or understand?</li> <li>• <b>Language:</b> How is spoken language different from written language?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Effective readers bring various stances (e.g., global, critical, personal) to make meaning from text.</li> <li>• <b>Writing:</b> Writing is a recursive process.</li> <li>• <b>Speaking and Listening:</b> A speaker's choice of words and style set a tone and define the message.</li> <li>• <b>Speaking and Listening:</b> Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• <b>Language:</b> Effective word choice impacts meaning and style.</li> </ul>	
<b>CCSS</b>	RL.5.1-2; RL.5.4-5; RI.5.10; RI.5.1-4; RI.5.7; RI.5.9-10; RF.5.3; RF.5.3.a; RF.5.4; RF.5.4.a-c; W.5.2; W.5.2d; W.5.3; W.5.3.a-b; W.5.3.d-e; W.5.4-6; W.5.9; W.5.9.a-b; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-5; L.5.1; L.5.1.b-d; L.5.2; L.5.2.a-b; L.5.2.e; L.5.3; L.5.3.a-b; L.5.4; L.5.4.a-c; L.5.5; L.5.5b-c; L.5.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• compare and contrast subjects or events within a selection.</li> </ul>	

- review the elements of a specific genre.
- use the comprehension strategy: asking questions while reading and discussing the selection.
- identify characteristics of a first-person narrator.

**Reading for Informational Text**

Students will

- compare and contrast subjects or events within a selection.
- review the elements of a specific genre.
- use the comprehension strategy: asking questions while reading and discussing the selection.
- identify characteristics of a first-person narrator

**Reading: Foundational Literature**

Students will

- compare and contrast subjects or events within a selection.
- review the elements of a specific genre.
- use the comprehension strategy: asking questions while reading and discussing the selection.
- identify characteristics of a first-person narrator

**Writing**

Students will

- use the five steps of the writing process to complete descriptions of two objects/places and to write poetry.
- use visualization to add concrete sensory detail.
- revise descriptions for missing detail.
- use a model as a guide to writing.
- focus on word choice to express precise detail.
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- use and investigate descriptive words to make their speaking much clearer and help them expand their vocabulary.
- draw conclusions or generalizations from the text and support them with evidence from the text and from personal experience.
- distinguish facts, supported inferences, and opinions in written and oral communication.

**Language**

Students will

- identify appositives.
- use and identify verb tenses.
- use and identify sentence tense, misused modifiers, pronouns, and verbs.
- review sentence types, commas, capitalization, colons, and semi-colons.

## Learning Activities

### Reading for Literature/Informational Text/Foundational Skills

- Create a Venn diagram comparing and contrasting the actions and attitudes of two groups of people in the story.
- List questions, answers, and resources in a chart.
- Write a journal entry from a first-person narrator point of view.

### Writing

- Choose two objects/places to describe in detail.
- Add details to the draft, including at least one figurative language technique.
- Revise and edit with a peer using a checklist.
- Maintain a Writer's Journal.
- Complete monthly writing task.
- Participate in the monthly *Write to Win!* open-ended response contests.
- Use the research process to continue working on a Science-based Research Simulation Task (see RST Curriculum Map).

### Speaking and Listening

- Work in groups to come up with vivid words to replace word noted.
- Answer selection questions as a group and share answers with the class.
- Listen to selection CD to draw conclusions and make inferences in an effort to improve note taking.

### Language

- Complete a brief journal entry using four of the six verb tenses.
- Scan through text to identify two examples of each sentence type.
- Revise and edit daily language exercise.
- Utilize skills practice activities to reinforce grammar concepts.

## Assessments

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Rubric assessment of writing task
- Authentic assessments
- Open-ended questions
- Benchmark assessments
- Smart Response activities

## 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
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<b>x</b>	Life and Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy
<b>Interdisciplinary Connections</b>					
Social Studies Science Art Music Technology					
<b>Technology Integration</b>					
Listening Library CD Elmo Internet Resources Smart Board activities Podcasts Teacher Tube Blogs Wikis On-line benchmark assessments Smart Responders					

<b>Time Frame</b>	<b>April</b>
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
How does the use of reading comprehension strategies, combined with setting a purpose for reading, make us better readers?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> What makes a great book/story great?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> Does a writer have an obligation to help the reader understand?</li> <li>• <b>Speaking and Listening:</b> How does a speaker identify an audience and deliver a purpose for speaking?</li> <li>• <b>Language:</b> What are the tools we use to help us understand language?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• <b>Reading:</b> Audience and purpose influence literary technique.</li> <li>• <b>Speaking and Listening:</b> Media have embedded values and points of view.</li> <li>• <b>Language:</b> A variety of tools are used to determine and clarify meaning.</li> </ul>	
<b>CCSS</b>	RL.5.1-2; RL.5.4-5; RI.5.10; RI.5.1-4; RI.5.7; RI.5.9-10; RF.5.3; RF.5.3.a; RF.5.4; RF. 5.4.a-c; W.5.2; W.5.2d; W.5.3; W.5.3.a-b; W.5.3.d-e; W.5.4-6; W.5.9; W.5.9.a-b; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-5; L.5.1; L5.1.b-c; L.5.1.d; L.5.2; L.5.2.a-b; L5.2.e; L5.3; L.5.3.a-b; L.5.4; L5.4.a-c; L.5.5; L5.5.b-c; L5.6.
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
Students will	
<ul style="list-style-type: none"> <li>• recognize figurative language within the text.</li> <li>• identify cause and effect within the text.</li> <li>• identify the author’s purpose for writing.</li> <li>• interpret new words correctly in context.</li> </ul>	

**Reading for Informational Text**

Students will

- identify cause and effect within the text.

**Reading: Foundational Skills**

Students will

- recognize figurative language within the text.

**Writing**

Students will

- review the ingredients for writing a story.
- draft stories, using sensory details to establish mood.
- revise stories, adding details to clarify and eliminating wordiness.
- provide information that meets audience needs.
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- express opinion, rebuttal, and arrive at a group consensus.
- identify stereotypes and specific cultural elements in the media.
- become critical viewers which will enable them to become better consumers and thinkers.

**Language**

Students will

- identify and use transition words correctly.
- identify and use participial phrases.
- review nouns, adjectives, adverbs, sentence types, plurals, possessives, subjects, and predicates.

**Learning Activities****Reading for Literature/Informational Text/Foundational Skills**

- Find examples of figurative language within the text.
- Write five comprehension questions to check understanding of theme and selection.
- Locate cause and effect relationships in the story and share relationships from own lives.

**Writing**

- Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
- Complete timed writing prompts including story elements.
- Complete monthly writing task.
- Maintain a Writer's Journal.
- Participate in monthly *Write to Win!* open-ended response contests.
- Use the research process to complete a Science-based Research Simulation Task (see RST Curriculum Map).



**Speaking and Listening**

- View media clip to evaluate how culture and time affects information presented in the media and the production of the content.
- Decide on a class trip or school function by coming to a group consensus.

**Language**

- Review writing selection by adding adjectives, adverbs, and transitional words.
- Revise and edit daily language exercise.
- Utilize skills practice activities to reinforce grammar concepts.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

**Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection test
- Benchmark
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Smart Response activities

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Social Studies  
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**Technology Integration**

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<b>Time Frame</b>	<b>May</b>
<b>Topic</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
How does reading and making text-to-world connections influence our actions?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> How do good readers make meaning from the text?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> How do effective writers hook and hold their readers?</li> <li>• <b>Speaking and Listening:</b> How does a speaker identify an audience and deliver a purpose for speaking?</li> <li>• <b>Language:</b> How does knowledge of word relationships improve vocabulary?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</li> <li>• <b>Writing:</b> A writer selects a form based on audience and purpose.</li> <li>• <b>Speaking and Listening:</b> A speaker selects a form and organizational pattern based on the audience and purpose.</li> <li>• <b>Language:</b> Knowledge of word relationships helps us improve our choice of words, thereby improving meaning.</li> </ul>	
<b>CCSS</b>	RL.5.1; RL.5.2; RL.5.4-5; RI.5.10; RI.5.1-4; RI.5.9; RF.5.3; RF.5.3.a; RF.5.4; RF. 5.4.a-c; W.5.3; W.5.3.a-e; W.5.4-6; W.5.9; W.5.9.a-b; SL.5.1; SL.5.1.a-d; SL.5.2; SL.5.4-5; L.5.1; L.5.1.a-c; L.5.2; L.5.2.d-e; L5.3; L.5.3.a; L.5.4; L5.4.a-c; L.5.5; L5.5a; L.5.5.c; L5.6.
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b> Students will</p> <ul style="list-style-type: none"> <li>• draw conclusions by putting together information in the text to make a general statement about a person, situation, or event.</li> </ul>	
<b><u>Reading for Informational Text</u></b>	

Students will

- draw conclusions by putting together information in the text to make a general statement about a person, situation, or event.

### **Reading: Foundational Skills**

Students will

- identify the moral of the selection.
- identify the theme of the selection and how the moral relates to it.
- identify the elements of plot structure.

### **Writing**

Students will

- focus on audience and realistic dialogue.
- use increasingly complex sentence structure and syntax to express ideas.
- edit writing for correct grammar usage, capitalization, punctuation, and spelling.
- clarify, elaborate, and illustrate by using varied word choice.
- utilize the RACE strategy to construct effective open-ended responses.

### **Speaking and Listening**

Students will

- understand that written speech is usually Standard English while spoken speech uses some form of vernacular.
- use visual aids to make their presentations more appealing and meaningful.

### **Language**

Students will

- review complex sentences and clauses
- review subject-verb agreement
- review hyphens, quotation marks, and formatting.

## **Learning Activities**

### **Reading for Literature/Informational Text/Foundational Skills**

- Have students identify stage directions in a play.
- Identify the plot structure in the selection.

### **Writing**

- Fill out story map organizer and character sketch.
- Have students write their own dialogue.
- Complete monthly writing task.
- Maintain a Writer's Journal.
- Participate in monthly *Write to Win!* open-ended response contests.
- Use the research process to begin a Science-based Research Simulation Task (see RST Curriculum Map).

**Speaking and Listening**

- Translate vernacular sentences to Standard English.
- Use visual aids, such as drawings, photos, props, or costumes for oral presentation and plays.

**Language**

- Write sentences in different verb tenses.
- Revise past writing to find areas where sentences can be combined to form complex sentences.
- Revise and edit daily language exercise.
- Utilize skills practice activities to reinforce grammar concepts.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

**Assessments**

- Informal Observations
- Graded worksheets
- Weekly selection tests
- Benchmark assessments
- Rubric assessment of writing task
- Authentic assessments
- Open-ended questions
- Smart Response activities

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Social Studies  
 Science  
 Art  
 Music  
 Technology

## **Technology Integration**

Listening Library CD

Elmo

Internet Resources

Smart Board activities

Podcasts

Teacher Tube

Blogs

Wikis

On-line benchmark assessments

Smart Responders

Time Frame	June
<b>Topics</b>	
Integrated thematic study aligned with the Common Core State Standards adopted by New Jersey in 2010: Reading Literature/Informational Text/Foundational Skills, Writing, Speaking and listening, and Language	
<b>Big Idea</b>	
Good readers and good writers use a variety of literacy skills in order to communicate with others.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> What makes a great book/story great?</li> <li>• <b>Reading:</b> What makes a good reader?</li> <li>• <b>Reading:</b> How do readers determine what information is important within a text?</li> <li>• <b>Reading:</b> How do readers analyze different texts on the same topic (compare/contrast)?</li> <li>• <b>Writing:</b> How does a writer synthesize information from various sources?</li> <li>• <b>Writing:</b> How does the recursive process benefit the writer and the reader?</li> <li>• <b>Speaking and Listening:</b> How does a speaker help a listener comprehend?</li> <li>• <b>Language:</b> What do we do when we encounter unknown domain-specific words?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• <b>Reading:</b> Good readers ask questions as they read.</li> <li>• <b>Reading:</b> Great stories/books address universal themes of human existence and conflict.</li> <li>• <b>Writing:</b> Writing is a recursive process.</li> <li>• <b>Speaking and Listening:</b> Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• <b>Language:</b> Specific strategies and/or tools must be utilized to gain understanding of domain-specific vocabulary.</li> </ul>	
<b>CCSS</b>	RL.5.1-2; RL.5.4-5; RI.5.10; RI.5.1-4; RI.5.9; RF.5.3; RF.5.3a; RF.5.4; RF.5.4a-c; W.5.3; W.5.3a-e; W.5.4-6; W.5.9; W.5.9a-b; SL.5.1; SL.5.1a-d; SL.5.2; SL.5.4-5; L.5.1; L.5.1a-c; L.5.2; L.5.2d-e; L5.3; L.5.3a; L.5.4; L5.4a-c; L.5.5; L5.5a; L.5.5c; L5.6.
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b> Students will</p> <ul style="list-style-type: none"> <li>• make connections to self, text, and world.</li> <li>• interpret new words correctly in context.</li> <li>• make text predictions during and after reading.</li> <li>• identify literary elements in stories, including setting, characters, plot, and mood.</li> </ul>	

- read aloud in ways that reflect understanding of proper phrasing and intonation.

**Reading for Informational Text**

Students will

- make connections to self, text, and world.
- interpret new words correctly in context.

**Reading: Foundational Skills**

Students will

- identify literary elements in stories, including setting, characters, plot, and mood.
- read aloud in ways that reflect understanding of proper phrasing and intonation.

**Writing**

Students will

- use strategies, such as graphic organizers and outlines, to elaborate and organize ideas for writing.
- generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
- reflect on own writing, noting strengths and setting goals for improvement.
- utilize the RACE strategy to construct effective open-ended responses.

**Speaking and Listening**

Students will

- prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.

**Language**

Students will

- review verb tense and misused verbs.
- review colons and semicolons.

## **Learning Activities**

**Reading for Literature/Informational Text/Foundational Skills**

Participate in literature circle groups.

- Respond to novels/literature through daily journal.
- Use journal writing to respond to story elements.

**Writing**

- Complete monthly writing task.
- Maintain a Writer's Journal.
- Write letter of introduction to sixth grade teacher.
- Use the research process to complete a Science-based Research Simulation Task (see RST Curriculum Map).



**Language**

- Revise and edit writing samples for correct use of verb tense.
- Revise and edit daily language exercise.
- Utilize skills practice activities to reinforce grammar concepts.
- Use word-processing program to create a document and review tools such as cut, paste, copy, spell check, and grammar check.

**Speaking and Listening**

- Respond orally by adding questions and comments while integrating knowledge.
- Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.

**Assessments**

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**21<sup>st</sup> Century Skills**

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