ELA Model Curriculum- Grade 5

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: http://www.state.nj.us/education/modelcurriculum

For more information on the Common Core State Standards please visit: http://www.corestandards.org/ELA-Literacy/

Treasures Series Online Resources:

http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form

http://activities.macmillanmh.com/reading/treasures/html/main_student.html

http://www.mhschool.com/reading/treasure_workbooks/national.html

RAZ Kids: (check with your child's teacher for login) http://www.raz-kids.com/main/Login

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Unit 1	Months: September/October
Standard number	Student Learning Goal
RL.5.1; RI 5.1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.
RL.5.2	Identify a theme of a story, drama, or poem.
RL.5.2	Discuss how characters respond to challenges or how the speaker in a poem reflects upon a topic.
RL.5.2	Summarize the text.
RL.5.5	Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.
RL.5.6	Describe the point of view of the speaker or narrator.
RL.5.6	Speculate how point of view influences the description of the events in a text.
RL.5.10	Read and comprehend literature independently including stories, dramas, and poetry in grades 4-5 text complexity band.
RI.5.8	Explain how an author uses evidence to support specific points.
RI.5.8	Identify what evidence supports each point.
RF.5.3.a	Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text and out of context.
RF.5.4.b	Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.
RF.5.4.c	Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.
W.5.3.a	Write a narrative creating an introduction that introduces a narrator and/or character.

W.5.3.b	Apply narrative techniques such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.
W.5.4	Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.
W.5.10	Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.
L.5.4.c	Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Unit 2:	November/December
Standard number	Student Learning Goal
RL.5.3	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.
RL.5.4	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.
RL.5.7	Analyze how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text.
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	Read increasingly complex texts at the grades 4–5 text complexity band independently and proficiently.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events and ideas 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.
RF.5.3	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.
W.5.1.a	Create an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose.
W.5.1.a	Introduce a topic or text clearly and state an opinion.
W.5.1.b	Provide logically ordered reasons that are supported by facts and details to support an opinion.
W.5.1.c	Link opinion and reasons using words (e.g., *consequently*, *specifically*).
W.5.1.d	Write a concluding statement or section related to the opinion presented.
W.5.2.a	Introduce a topic clearly when writing informative/explanatory text.
W.5.2.a	Provide a general observation and focus when writing informational/expository text.
W.5.2.b	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
W.5.2.c	Link ideas within and across categories of information using words (e.g. especially, consequently, furthermore).
W.5.2.d	Express ideas using precise language and domain-specific vocabulary to explain topic.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.

W. 5.3.c	Use a variety of transitional words to manage the sequence of events.
W. 5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W. 5.3.e	Create a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing, appropriate to task, purpose, and audience.
W 5.5	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.10	Create writing pieces routinely over extended (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.
SL.5.1.b	Follow agreed-upon rules and assigned roles in one-on-one small and whole group discussions.
SL.5.2	Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL 5.4	Report on a topic or text.
SL 5.4	When presenting a report, sequence ideas logically.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.2.c	Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*).
L.5.2.c	Use a comma to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*)
L.5.2.c	Use a comma to indicate direct address (e.g., *Is that you, Steve?*).
L.5.4	Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.
L.5.6	Acquire and use grade appropriate general academic and domain specific words.
L.5.6	Acquire phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
L.5.6	When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.
L.5.6	Speak clearly at an understandable pace when presenting a report.

Unit 3:	January/February
Standard number	Student Learning Goal
RL.5.3	Compare and contrast two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.
RL.5.4, L.5.5.a	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.
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	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of 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.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4.a	Read grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.c	Link opinion and reasons using phrases.
W.5.3.a	Write a narrative creating an introduction that introduces a narrator and/or character.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.
W.5.3.c	Use a variety of transitional phrases to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Create a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing, appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
W.5.9.a	Apply *grade 5* Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting,

	or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.10	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others.
L.5.1.b	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses when writing and speaking.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	Use correlative conjunctions (e.g., *either/or, neither/nor*) when writing speaking.
L.5.2. b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.3.a	Construct sentences by combing, expanding, and reducing sentences for meaning and reader/listener interest.
L.5.3.b	Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, and poems.

Unit 4:	March/April
Standard number	Student Learning Goal
RL.5.3	Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.
RL.5.4	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a 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.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	Read increasingly complex text at the grades 4-5 text complexity band independently and proficiently.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.c	Link opinion and reasons using clauses when writing.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically. When writing, include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.
W.5.2b	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.
W.5.2c	Link ideas within and across categories of information using phrases.
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W 5.4	Produce clear and coherent writing, appropriate to task, purpose, and audience.
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.
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.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in

	presentations when appropriate to enhance the development of main ideas or themes.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.3a	Expand, combine, and reduce sentences for style.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 5:	May/June
Standard number	Student Learning Goal
RL.5.1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.
RL.5.7	Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.
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.5.6	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.
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.
RF.5.4.a	Read grade-level text with purpose and understanding.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.2.c	Link ideas within and across categories of information using clauses (e.g., *in contrast*, *especially*).
W.5.4	Produce clear and coherent writing, appropriate to the task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
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.
W.5.6	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.

L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.6	Obtain and use correctly 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*).
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.
SL.4.4	Speak clearly at an understandable pace when presenting.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6; L.4.3.c	Differentiate between contexts that call for formal English *(e.g., presenting ideas)* and situations where informal discourse is appropriate *(e.g., small-group discussion)*.
SL.4.6	Use formal English when appropriate to task and situation.
L.4.2.a	Demonstrate correct capitalization in writing.
L.4.2.d	Consult references as needed when spelling Grade 4 words.
L.4.3.a	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.
L.4.3.b	Choose punctuation for effect when writing, speaking, or listening.
L.4.4.c	Consult reference materials *(e.g., dictionaries, glossaries, thesauruses),* both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being *(e.g., quizzed, whined, stammered)* and those that are basic to a particular topic (*e.g., wildlife, conservation, and endangered when discussing animal preservation*).