

Orange Board of Education ELA / Grade 5

Unit I:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Reading: Literature Writing: Narrative (Use <i>Journeys</i> unit 2)	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.	35
	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	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	
	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	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	

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Essential Questions: How can graphics help you learn to interpret a text? What can our differences teach us? How does a character learn an important lesson?			
Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.			
Assessments:			
Formative: Study Island Pretest, Teacher Created Pretests, Anecdotal Records, Questioning, Discussion	Summative: Model Curriculum Unit 1 Assessment, Journeys Unit Assessments (optional)	Authentic: Portfolio Pieces for Unit 1 (Narrative, Response to Literature, Response to Informational Text), Teacher Created Projects	
Interdisciplinary Connections: Social Studies, Science			
Technology Integration: Vocabulary and spelling reinforcement http://www.spellingcity.com/ ELA lesson enrichment by topic http://www.studyisland.com/web/index/ Responder Systems, iPads, SmartBoard Challenging texts with student activities www.storyworks.scholastic.com Current event articles and activities www.timeforkids.com Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html , Mimio Connect Interactive Teaching Community http://www.mimioconnect.com Writing lessons and in-depth exploration of the traits http://www.readwritethink.org/ ELA resources by grade level http://www.livebinders.com/shelf/search?search=&terms=5th+Grade&type=3 Four Corners Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html Appointment Clock Strategy http://wvde.state.wv.us/teach21/AppointmentClock.html Inside-Outside Strategy http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html Response Logs http://wvde.state.wv.us/teach21/LearningResponseLogs.html			

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Teaching theme http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature
Key Vocabulary: Journeys Target Vocabulary for the unit and summarize, infer, theme, dialogue, description, pacing, compare, synthesize, connections, characters
Useful Sites: Keyboarding games http://www.learninggamesforkids.com/keyboarding_games.html History of Double Dutch http://www.nationaldoubledutchleague.com/History.htm NASA history and news http://www.nationaldoubledutchleague.com/History.htm ELA lesson enrichment by topic http://www.studyisland.com/web/index/
Primary Documents: <i>(This section to be completed for RI only)</i>
Text Crosswalk: Reading: "Connect Text to World" Journeys p. T190 / Writing: "Write to Express" Journeys p. T198

Unit 2:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Reading: Literature	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.	38
Writing: Opinion	RL.5.4	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	
(Use Journeys unit 1)	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.	

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Essential Questions: Why does an author want to tell a story? What problems do characters face? What part do facts and opinions play in a text? How do you persuade others to support your ideas? How do the beliefs of a character affect a story?

Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Assessments:

Formative: Study Island Pretest, Teacher Created Pretests, Anecdotal Records, Questioning, Discussion

Summative: Model Curriculum Unit 2 Assessment, Journeys Unit Assessment (optional)

Authentic: Portfolio Pieces for Unit 2 (Opinion, Response to Informational Text, Response to Literature, Narrative), Teacher Created Projects

Interdisciplinary Connections: Social Studies, Science

Technology Integration:

Vocabulary and spelling reinforcement <http://www.spellingcity.com/>

ELA lesson enrichment by topic <http://www.studyisland.com/web/index/>

Responder Systems, iPads, SmartBoard

Challenging texts with student activities www.storyworks.scholastic.com

Current event articles and activities www.timeforkids.com

Teacher-Created Smartboard lessons <http://exchange.smarttech.com/search.html> ,

Mimio Connect Interactive Teaching Community <http://www.mimioconnect.com>

Writing lessons and in-depth exploration of the traits <http://www.readwritethink.org/>

ELA resources by grade level <http://www.livebinders.com/shelf/search?search=&terms=5th+Grade&type=3>

Four Corners Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html

Appointment Clock Strategy <http://wvde.state.wv.us/teach21/AppointmentClock.html>

Inside-Outside Strategy <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

Response Logs <http://wvde.state.wv.us/teach21/LearningResponseLogs.html>

Teaching theme http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature

Key Vocabulary: Journeys Target Vocabulary for the unit **and** figurative language, simile, metaphor, transitions, sensory details, main idea, character, setting, plot, fact, opinion

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Useful Sites:

Keyboarding games http://www.learninggamesforkids.com/keyboarding_games.html

Comic Creator <http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html>

Graphic Novel Creator http://marvelkids.marvel.com/games/play/75/create_your_own_comic

History of the griot <http://news.psu.edu/story/140694/2002/05/01/research/keepers-history>

Primary Documents: *(This section to be completed for RI only)*

Text Crosswalk: Reading & Writing: "Write About Reading" Journeys p. T329 ; Extend through Research p. T43; Analyze a Media Message p. T43

Unit 3:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Reading: Literature	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.	36
	RL.5.4	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	
Writing: Narrative	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.	
(Use Journeys unit 3)	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.	

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Essential Questions: What effect can one person have on history? How do people’s opinions lead to a revolution? How do individual acts of bravery shape history? How can young people’s heroic actions differ?			
Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.			
Assessments:			
Formative: Study Island Pretest, Teacher Created Pretests, Anecdotal Records, Questioning, Discussion	Summative: Model Curriculum Unit 3 Assessment, Journeys Unit Tests (Optional)	Authentic: Portfolio pieces (Narrative writing, Response to Literature, Response to Informational Text), Teacher created projects	
Interdisciplinary Connections: Social Studies, Science			
Technology Integration: Vocabulary and spelling reinforcement http://www.spellingcity.com/ ELA lesson enrichment by topic http://www.studyisland.com/web/index/ Responder Systems, iPads, SmartBoard Challenging texts with student activities www.storyworks.scholastic.com Current event articles and activities www.timeforkids.com Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html , Mimio Connect Interactive Teaching Community http://www.mimioconnect.com Writing lessons and in-depth exploration of the traits http://www.readwritethink.org/ ELA resources by grade level http://www.livebinders.com/shelf/search?search=&terms=5th+Grade&type=3 Four Corners Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html Appointment Clock Strategy http://wvde.state.wv.us/teach21/AppointmentClock.html Inside-Outside Strategy http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html Response Logs http://wvde.state.wv.us/teach21/LearningResponseLogs.html Teaching theme http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature Lessons and activities in the American Revolution http://www.livebinders.com/play/play?id=7868			

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Key Vocabulary: Journeys Target Vocabulary for the unit **and** infer, figurative language, simile, metaphor, transitions, sensory details, main idea, character, setting, plot, infer, compare, synthesize

Useful Sites:

Keyboarding games http://www.learninggamesforkids.com/keyboarding_games.html

Interactive Lessons on Abolitionism http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/safety_slides.htm

Volunteering and Community Service <http://www.hubworld.com/generation-on/shows/generation-on>

Editorials on Revolutions (Positive and Negative)

http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f050508_Mandela

Primary Documents: *(This section to be completed for RI only)*

Text Crosswalk: Reading, Writing, Listening and Speaking: “Dramatize a Story” Journeys p. T189

Unit 4:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Reading: Literature	RL.5.4	Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	36
	RL.5.3	Select two or more characters, settings or events in a story or drama and compare and contrast using specific details from the text.	
Writing: Opinion	W.5.1c	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.	
(Use Journeys unit 4)	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.	

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Essential Questions: How do events affect characters? How does knowing the right actions change events? Why does a traveler record events in a journal? How do authors show how they feel about their characters?			
Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.			
Assessments:			
Formative: Study Island Pretest, Teacher Created Pretests, Anecdotal Records, Questioning, Discussion	Summative: Model Curriculum Unit 4 Assessment, Journeys Unit Tests (Optional)	Authentic: Portfolio pieces (Opinion, Response to Informational Text, Informative/Explanatory writing, Teacher created projects)	
Interdisciplinary Connections: Science, Social Studies			
Technology Integration: Vocabulary and spelling reinforcement http://www.spellingcity.com/ ELA lesson enrichment by topic http://www.studyisland.com/web/index/ Responder Systems, iPads, SmartBoard Challenging texts with student activities www.storyworks.scholastic.com Current event articles and activities www.timeforkids.com Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html , Mimio Connect Interactive Teaching Community http://www.mimioconnect.com Writing lessons and in-depth exploration of the traits http://www.readwritethink.org/ ELA resources by grade level http://www.livebinders.com/shelf/search?search=&terms=5th+Grade&type=3 Four Corners Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html Appointment Clock Strategy http://wvde.state.wv.us/teach21/AppointmentClock.html Inside-Outside Strategy http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html Response Logs http://wvde.state.wv.us/teach21/LearningResponseLogs.html Teaching theme http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature			
Key Vocabulary: Journeys Target Vocabulary for the unit and infer, analyze, synthesize, figurative language, simile, metaphor, transitions, sensory details, main idea, fact, opinion, headings, illustrations, multimedia			
Useful Sites: Keyboarding games http://www.learninggamesforkids.com/keyboarding_games.html			

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Presidential historical documents <http://history.state.gov/historicaldocuments>
 Westward expansion http://www.pbs.org/weta/thewest/events/1840_1850.htm
 Westward expansion http://www.pbs.org/weta/thewest/events/1850_1860.htm
 The Oregon Trail <http://www.oregontrail.com/hmh/site/oregontrail/>
 The Louisiana Purchase <http://www.history.com/topics/louisiana-purchase>
 Authors on Westward Expansion <http://www.scholastic.com/teachdearamerica/westward.htm>

Primary Documents: *(This section to be completed for RI only)*

Text Crosswalk: Writing, Listening and Speaking: “Surviving Extreme Environments” p. T47 Reading: “Read to Connect” p. T334

Unit 5:

Topic:	CCSS:	Goals: (This section should contain the standards that are to be mastered by the end of the unit.)	Projected # of days
Reading: Informational Writing: Informative/Explanatory (Use Journeys unit 5)	RL.5.1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.	38
	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	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.	

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Essential Questions: What effect can one person have on the environment? Can nature bring out the best in a character? What persuades us to protect the environment? What conclusions can we draw about nature?			
Enduring Understandings: Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.			
Assessments:			
Formative: Study Island Pretest, Teacher Created Pretests, Anecdotal Records, Questioning, Discussion	Summative: (e.g., Model Curriculum Unit 1 Assessment) Model Curriculum Unit 5 Assessment, Journeys Unit Tests (Optional)	Authentic: Portfolio pieces (Research project with several sources, Response to Literature, Response to Informational Text) Teacher created projects	
Interdisciplinary Connections: Social Studies, Science			
Technology Integration:			
Vocabulary and spelling reinforcement http://www.spellingcity.com/			
ELA lesson enrichment by topic http://www.studyisland.com/web/index/			
Responder Systems, iPads, SmartBoard			
Challenging texts with student activities www.storyworks.scholastic.com			
Current event articles and activities www.timeforkids.com			
Teacher-Created Smartboard lessons http://exchange.smarttech.com/search.html ,			
Mimio Connect Interactive Teaching Community http://www.mimioconnect.com			
Writing lessons and in-depth exploration of the traits http://www.readwritethink.org/			
ELA resources by grade level http://www.livebinders.com/shelf/search?search=&terms=5th+Grade&type=3			
Four Corners Strategy http://www.ehow.com/way_5809507_four-corners-teaching-strategy.html			
Appointment Clock Strategy http://wvde.state.wv.us/teach21/AppointmentClock.html			
Inside-Outside Strategy http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html			
Response Logs http://wvde.state.wv.us/teach21/LearningResponseLogs.html			
Teaching theme http://www.scholastic.com/teachers/top_teaching/2011/02/helping-students-grasp-themes-in-literature			

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Understanding and analyzing characters <http://www.scholastic.com/teachers/lesson-plan/understanding-character>

Key Vocabulary: Journeys Target Vocabulary for the unit and point of view, infer, analyze, synthesize, evaluate, persuade, drawing conclusions

Useful Sites:

Keyboarding games http://www.learninggamesforkids.com/keyboarding_games.html

Endangered Species Information and activities

http://www.wildearthguardians.org/site/PageServer?pagename=priorities_wildlife_ESA_listing_milestone&gclid=CMD6rqnh0LgCFcGe4Aod8QMAtg#.UdslvKPD8dU

Endangered Species around the world

http://www.nature.org/newsfeatures/specialfeatures/animals/index.htm?src=CPC.AWG.CE2.AG145.CC59.CL2.MT4.KW1380&gclid=CKv_sdfh0LgCFYyY4AodIHEA-w

Interactives on National Parks <http://www.nps.gov/ever/index.htm>

Primary Documents: (*This section to be completed for RI only*)

Text Crosswalk: Reading: “Read to Connect: Share and Compare Texts” p. T44 Reading, Speaking & Listening: “Extend Through Research” p. T191

MEASURES OF UNDERSTANDING

Measures of Understanding for RL Standards

- Students will maintain a reading log that contains a record of reading. From this, the teacher is able to see if the student’s amount of reading correlates with his/her ability. For example, if a student is reading a lower level book compared to his/her ability, then the teacher would expect that the book would be completed quickly. This log provides the teacher and the student with an opportunity to discuss reading habits, volume of reading, and one more lens to ensure reading level is being matched to independent reading.
- Using a variety of texts, students will answer questions similar to those provided in the *Common Core Standards for English Language Arts*, Appendix B, *Text Exemplars and Performance Tasks*. Building on grade 4 skills:
 1. Explain the behavior of characters and make inferences regarding the impact on the story by explicitly referring to details and examples from the text. [RL.4.1]
 2. Describe in depth the setting of the story, drawing on specific details in the text, (i.e. from the color of the sky to the sounds of the pond), to describe the scene. [RL.4.3]
 3. Refer to the structural elements (e.g., verse, rhythm, meter) when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]

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4. Make connections between the visual presentation of illustrations and the text of the story to identify how the pictures reflect specific descriptions of her in the text. [RL.4.7]
 - Adding on grade 5 skills:
 - Summarize the plot of the story and reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the value of the theme of the story. [RL.5.2]
 - Describe how the narrator's point of view influences how events are described and how the reader perceives the characters(s). [RL.5.6]
 - Compare and contrast coming-of-age stories by identifying similar themes and examining the stories' approach to the topic of growing up.
 - Determine the meaning of metaphors and similes and contrast figurative language in different stories (i.e. metaphors and similes). [RL.5.4]
 - Use *accountable talk* rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Measures of Understanding for RI Standards

Common Core Standards for English Language Arts

Appendix B: *Text Exemplars and Sample Performance Tasks* (adapted)

- Students quote accurately and explicitly to explain statements they make and ideas they infer. [5.RI.1]
- Students determine the main idea of an informational text and create a summary by explaining how key details support the main idea. [5.RI.2]
- Students explain the relationship between concepts using specific information drawn from a specific text. [5.RI.3]
- Students determine the meaning of domain-specific words or phrases, and important general academic words and phrases that appear in an informational text. [5.RI.4]
- Students identify the overall structure of ideas, concepts, and information in a informational text and compare and contrast that scheme to the one employed by another text about the same topic. [5.RI.5]
- Students compare and contrast a firsthand account of a group of people or an event to a secondhand account of a group or people or an event, attending to the focus of each account and the information provided by each. [5.RI.6]
- Student self-monitors using proficient reading strategies.
- Teacher administers running record using nonfiction text.
- Reading log and reading journal using nonfiction text.

Measures of Understanding for RF Standards

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Teacher observation and record keeping using the following as students demonstrate abilities specified in standard RF.5.3a:

- Running records
- Word sorts
- Writing dictations
- Analysis of writing workshop drafts
- Teacher observation and record keeping using the following as students demonstrate abilities specified in standard RF.5.4a-c:
- Conferences with students
- Readers Theater; student reading performances

Measures of Understanding for W Standards

- Conferences with students
- Student writing
- Notebook entries
- Draft
- Genre-specific rubric to score writing
- Prompt-specific writing scored with NJ Registered Holistic Scoring Rubric
- Students' NJASK released scored samples
- Prompt-specific writing scored with NJ Registered Holistic Scoring Rubric
- Students' responses to literature
- Student writing Notebook entries Draft Genre-specific rubric to score writing Prompt-specific writing scored with NJ Registered holistic Scoring rubric District writing benchmarks Students' NJASK released scored samples
- Examine the New Jersey Registered Holistic Scoring Rubric (NJRHSR) and other genre-specific rubrics and checklists. Teachers and students should explore the registers and expectations set forth through the NJRHSR, practice scoring their own and others' writing, provide feedback to peers, accept constructive feedback from peers and the teacher, and work to improve their work (score). NJASK Scored Student Samples can be used with these exercises.
- Exemplars: Common Core Standards for ELA Appendix C: Samples of Student Writing (Included with each student sample is an annotation of what the writer did.)
- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre-specific rubrics to score writing
- Prompt-specific writing scored with NJ Registered Holistic Scoring Rubric
- Students' NJASK released scored samples
- Prompt-specific writing scored with NJ Registered Holistic Scoring Rubric
- Students' responses to literature

Measures of Understanding for SL Standards

Using the sample performance tasks described in the Common Core State Standards for English Language Arts, Appendix B, teachers may engage students in small and large group discussions, and observe how:

- Students *make connections between the visual presentation* of text and the actual text of the story to *identify* how the pictures reflect *specific descriptions in the text*. [RL.4.7]
- Students *explain* characters' actions and make *inferences* regarding the impact of events in the story by *explicitly referring to details*

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and examples from the text. [RL.4.1]

- Students *describe* how the narrator's point of view influences how events are described and how the reader perceives the character. [RL.5.6]
- Students *summarize* the plot and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the *theme* of the *story*. [RL.5.2]
- Students *describe in depth* the *setting* of the story, *drawing on specific details in the text*, to describe the scene. [RL.4.3]
- Students *compare and contrast* multiple texts by identifying *similar themes* and examining the stories' *approach* to the topic or theme. [RL.5.9]
- Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) analyzing *poetry* and contrasting the impact and *differences* of those *elements* to a *prose* summary of the *poem*. [RL.4.5]
- Students *explain how* the author *uses reasons and evidence* in text to *support particular points*. [RI.4.8]
- Students identify the *overall structure of ideas, concepts, and information* in one text and *compare and contrast* that to the one employed the author of another text. [RI.5.5]
- Students *interpret* the visual *chart* that accompanies text and *explain how the information* found within it *contributes to an understanding of* how to understand that text. [RI.4.7]
- Students *explain the relationship between* related concepts (time, clocks) using *specific information* drawn from the text. [RI.5.3]
- Students *determine the meaning of domain-specific words or phrases*, such as *crust, mantle, magma, and lava*, and important *general academic words and phrases* that appear in the text. [RI.4.4]
- Students *compare and contrast a firsthand account* of an event or topic to a *secondhand account* of an event or topic, attending to the *focus* of each account *and the information provided* by each. [RI.4.6]
- Students *quote accurately and explicitly from* the text to *explain statements* they make and ideas they *infer* regarding the topic or events. [RI.5.1]
- Students *determine the main idea* of the text and create a *summary* by *explaining how key details support* the author's distinctions regarding specific details. [RI.4]
- Use Accountable talk rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Measures of Understanding for L Standards

- Student writing: writer's notebook, task writing,
- Writing benchmarks
- Rubrics
- Direct assessment of skills
- Anecdotal notes

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- Editing/Revising
 - Examine draft writing versus published.
 - Collect dictation and study it.
 - Schedule regular conferences that focus on conventions.
 - Accumulate each student's writing over the year and keep it in a folder for periodic evaluation.
 - Conferences with students: focus on conventions
 - Student writing: writer's notebook, task writing, drafts
 - Notebook entries
 - Genre-specific rubrics to score writing
 - Prompt-specific writing scored with NJ Registered Holistic Scoring Rubric
 - Direct assessment of skills
 - Anecdotal notes
 - Editing and revising
 - Examine draft writing versus published writing.
-
- Student writing
 - Written assessments
 - Have students present items that distinguish between an example of a word and a non-example of a word
 - Place word phrases on a word line that represents a continuum, and have them explain the placement of the various words
 - Word and vocabulary sorts
 - Five dimensions of vocabulary knowledge: (*Frey and Fisher*)
 1. Generalization through definitional knowledge
 2. Application through correct usage
 3. Breadth through recall of words
 4. Precision through understanding of examples and non-examples
 5. Availability through use of vocabulary in discussion

RESOURCES

Books to Support the RL Standards

Beyond Leveled Books, second edition, Karen Szymusiak, Franki Sibberson, and Lisa Koch

The CAFÉ Book, Gail Boushey and Joan Moser

The Complete Year in Reading and Writing: Grade 5: Daily Lessons-Monthly Units-Yearlong Calendar, Lori Pastore and Pam Allyn

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The Continuum of Literacy Learning, Irene Fountas and Gay Su Pinnell

A Curricular Plan for the Writing Workshop, Grade 5, Lucy Calkins (To access updated units free of charge, individuals may register or log in at www.readingandwritingproject.com)

The Daily Five, Gail Boushey and Joan Moser

Figuratively Speaking: Using Classic Literature to Teach Literary Terms, Delana Heidrich

The Fluent Reader, Timothy Rasinski

Good Choice! Supporting Independent Reading and Response in K-6, Tony Stead

Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy, Irene Fountas and Gay Su Pinnell

Guided Reading in Grades 3-6, Mary Browning Schulman

The Inside Guide to the Reading-Writing Classroom, Leslie Blauman

Teaching for Comprehending & Fluency: Thinking, Talking & Writing About Reading, Irene Fountas and Gay Su Pinnell

Websites

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

<http://www.readwritethink.org/>

<http://readinglady.com/>

Assessment

Accountable Talk Rubric, www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Day-to-Day Assessment in the Reading Workshop, Franki Sibberson and Karen Szymusiak

Classroom Libraries

“Classroom Library: Everything You Need—Create an inviting classroom library that encourages each student to read”

<http://www.scholastic.com/teachers/unit/classroom-library-everything-you-need>

Your Classroom Library: New Ways to Give It More Teaching Power: Great Teacher-Tested and Research-Based Strategies for Organizing and Using Your Library, Ray Reutzel

Leveling

Common Core State Standards for ELA, Appendix A: <http://www.corestandards.org/the-standards>

Fountas and Pinnell: <http://www.fountasandpinnellleveledbooks.com/>

The Fountas and Pinnell Leveled book List, K-8+, Irene Fountas and Gay Su Pinnell

Lexile Leveling System: <http://www.lexile.com/>

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Scholastic Book Wizard: <http://www.scholastic.com/bookwizard/>

Books to Support the RI Standards

Nonfiction Reading Power, Adrienne Gear

Reality Checks: Teaching Reading Comprehension with Nonfiction Text, Tony Stead

Bringing Words to Life, Isabel Beck, Margaret G. McKeown, and Linda Kucan

Websites

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

“A Guide to Creating Text Dependent Questions for Close Analytic Reading,” <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

The Hunt Institute: “Literacy in Other Disciplines” (video)

http://www.youtube.com/watch?v=1zHWMfg_8r0&feature=BFa&list=PL9F9C431FF82A15B5&lf=plcp

The Hunt Institute: “Text Dependent Analysis in Action” (video)

Books to Support the RI Standards

Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook, Wiley Blevins

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, Donald R. Bear, et al

The Fluent Reader, Timothy Rasinski

Websites

- Internet 4 Classrooms, 5th Grade Recognize Root Words and Unfamiliar Words
http://www.internet4classrooms.com/grade_level_help/language_root_words_language_arts_fifth_5th_grade.htm
http://www.internet4classrooms.com/grade_level_help/language_unfamiliar_words_language_arts_fifth_5th_grade.htm
- Maryland State Department of Education, School Improvement in Maryland: Teaching and Learning- Reading/English Language Arts <http://mdk12.org/instruction/curriculum/reading/index.html> (PDFs in all ELA strands, PreK-12)
- PrefixSuffix.com: English Language Roots Reference <http://www.prefixsuffix.com/>
- Scholastic, Most Common Prefixes and Suffixes
http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

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- Teaching Affixes <http://www.ballard-tighe.com/championweb/redlevel/TeachingAffixes.pdf>

Books to Support the W Standards

The Conferring Handbook, Lucy Calkins

Craft Lessons, Ralph Fletcher and JoAnn Portalupi

Guiding Readers and Writers, Irene Fountas and Gay Su Pinnell

Lessons for the Writer's Notebook, Ralph Fletcher and JoAnn Portalupi

Making Revision Matter, Janet Angelillo

Mentor Texts: Teaching Writing Through Children's Literature K-6, Lynne Dorfman and Rose Cappelli

Nonfiction Mentor Texts: Teaching Informational writing through Children's Literature, K-8, Lynne Dorfman and Rose Cappelli

Notebook Know-How: Strategies for the Writer's Notebook, Aimee Buckner

Study Driven, Katie Wood Ray

What a Writer Needs, Ralph Fletcher

Writing to the Prompt, Janet Angelillo

The Writing Workshop: Working through the hard parts (and they're all hard parts), Katie Wood Ray

The Power of Grammar, Mary Ehrenworth and Vicki Vinton

Websites

Appendix A of the Common Core State Standards [Glossary of Key Terms and Text Complexity defined]

(http://www.corestandards.org/assets/Appendix_A.pdf)

Appendix B of the Common Core State Standards [Text Exemplars and Sample Performance Tasks]

(http://www.corestandards.org/assets/Appendix_B.pdf)

Appendix C of the Common Core State Standards [Samples of Student Writing]

(http://www.corestandards.org/assets/Appendix_C.pdf)

Rubric Resources

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Registered Holistic Scoring Rubric)

NJPEP (New Jersey Professional Education Port) <http://www.state.nj.us/education/njpep/pd/rubrics/index.html>

Resources to Support the SL Standards

- Accountable Talk Rubric www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

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- Brain Pop Ideas for teachers <http://www.brainpopjr.com/readingandwriting/communication/listeningandspeaking/grownups.weml>
- Common Core Standards Appendices <http://www.corestandards.org/the-standards>
- *Comprehension Through Conversation The Power of Purposeful Talk in the Reading Workshop* Nichols, M.(2006)
- NJASCD Common Core Portal, Sample units
<http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>
- NJ Technology Standards (8.1 Educational Technology; 8.2 Technology Education, Engineering and Design)
<http://www.nj.gov/education/cccs/standards/8/> and the associated *Classroom Application Documents*
<http://www.nj.gov/education/cccs/cad/8/>.
- *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*, Ellin Oliver Keene
- Talk Moves video <http://www.teachingchannel.org/videos/talk-moves?fd=1>
- Professional Reading from the International Reading Association (online access for members):
- Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening *The Reading Teacher* Volume 63, Issue 4, December-January 2009, Pages: 325–329, Kathy A. Mills Article first published online : 9 NOV 2011, DOI: 10.1598/RT.63.4.8
- Revisiting Read-Aloud: Instructional Strategies That Encourage Students' Engagement With Texts *The Reading Teacher* Volume 63, Issue 2, October 2009, Pages: 110–118, Vanessa Morrison and Lisa Wlodarczyk Article first published online : 9 NOV 2011, DOI: 10.1598/RT.63.2.2
- Talking About Talk: Reclaiming the Value and Power of Literature Circles *The Reading Teacher* Volume 64, Issue 8, May 2011, Pages: 590–598, Heidi Mills and Louise Jennings Article first published online : 9 NOV 2011, DOI: 10.1598/RT.64.8.4
- Promoting Lively Literature Discussion *The Reading Teacher* Volume 64, Issue 6, March 2011, Pages: 445–449, Kristine Gritter. Article first published online : 9 NOV 2011, DOI: 10.1598/RT.64.6.7
- Cluster 2 NJDOE Technology Toolkit <http://www.state.nj.us/education/cccs/sr/tech.htm>
- 1. Voice Thread
- 2. Glogster
- 3. Skype
- “Creative Oral Presentation Ideas” http://www.ehow.com/list_5997047_creative-oral-presentation-ideas.html
- “How to Make a Video Journal” <http://www.wikihow.com/Make-a-Video-Journal>
- NJ Technology Standards (8.1 Educational Technology; 8.2 Technology Education, Engineering and Design)
<http://www.nj.gov/education/cccs/standards/8/> and the associated *Classroom Application Documents*
<http://www.nj.gov/education/cccs/cad/8/>.
- Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>
- “Podcasts in the Classroom” <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>
- “Presentation and Oral Rubrics” <http://www.rubrics4teachers.com/presentation.php>
- Web 2.0 Presentation tools for students: <http://cooltoolsforschools.wikispaces.com/Presentation+Tools>

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Resources to Support the L Standards

Books

Awakening the Heart: Exploring Poetry in Elementary and Middle School, Georgia Heard
Common Core Curriculum Maps in English Language Arts, Grades K-5, Jossey-Bass, Publisher
The Conferring Handbook, Lucy Calkins
The Grammar Plan Book, Constance Weaver
The Elements of Style, William Strunk, Jr. and E.B. White
A Fresh Approach to Teaching Punctuation, Janet Angelillo
Funner Grammar: Fresh Ways to Teach Usage, Language, and Writing Conventions, Grades 3-8, Sandra Wilde
Getting Grammar 150 Ways to Teach an Old Subject, Donna Topping and Sandra Hoffman
A Note Slipped Under the Door: Teaching from the Poems we Love, Nick Flynn and Shirley McPhillips
Punctuation Power: Punctuation and How to Use It, Marvin Terban
Practical Punctuation, Dan Feigelson
Spelling Patterns and Strategies: What Kids Need to Know, Grades 3-5, Sandra Wilde
Teaching Grammar in Context, Constance Weaver
Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook, Wiley Blevins
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, Donald R. Bear, et.al.
Wondrous Words, Katie Wood Ray

Web resources:

<http://www.rubrician.com/writing.htm>
<http://www.rubrics4teachers.com/writing.php>
<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

Gradual Release of Responsibility Model

"What Does the Gradual Release of Responsibility Model Look Like and Sound Like?"
http://reading.ecb.org/downloads/itb_GradualRelease.pdf
"Effective Use of the Gradual Release of Responsibility Model," Douglas Fisher
http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Resources to Support the W Standards

Orange Board of Education ELA / Grade 5

- *Cracking Open the Author's Craft: Teaching the Art of Writing*, Lester Laminack
- *I can write like that! A Guide to Menor Texts and Craft Studies for Writers' Workshop, K-6*, Susan Ehmann and Kellyann Gayer
- *Mentor Author, Mentor Texts*, Ralph Fletcher
- *Mentor Texts: Teaching Writing Through Children's Literature K-6*, Lynne Dorfman and Rose Cappelli
- *Teaching the Qualities of Writing*, JoAnn Portalupi and Ralph Fletcher
- *Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8*. Lynne Dorfman and Rose Cappelli
- *Wondrous Words*, Katie Wood Ray
- *Accelerated Vocabulary Instruction*, Nancy Akhavan
- *Bringing Words to Life*, Isabel Beck, Margaraet McKeown and Linda Kucan
- *Building Academic Vocabulary: Teacher's Manual*, Robert J Marzano and Debra J. Pickering
- *Creating Robust Vocabulary*, Isabel Beck, Margaret McKeown, and Linda Kucan
- *High Definition: Unforgettable! Vocabulary-Building Strategies Across Genres and Subjects*, Sara Holbrook and Michael Salinger
- *Learning Words Inside and Out, Grades 1-6*, Nancy Fey and Douglas Fisher
- *Units of Study for Teaching Writing, Grades 3-5: Raising the Quality of Narrative Writing*, Lucy Calkins and Ted Kessler
- *Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook*, Wiley Blevins
- *Teaching the Qualities of Writing*, JoAnn Portalupi and Ralph Fletcher
- *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling*, Donald R. Bear, et.al.

Web Resources

- <http://www.rubrician.com/writing.htm>
- <http://www.rubrics4teachers.com/writing.php>
- <http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

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- http://reading.ecb.org/downloads/itb_GradualRelease.pdf
- "Effective Use of the Gradual Release of Responsibility Model," Douglas Fisher
http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

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*For Differentiation Ideas: www.marzanoresearch.com/free_resources/itembank.aspx