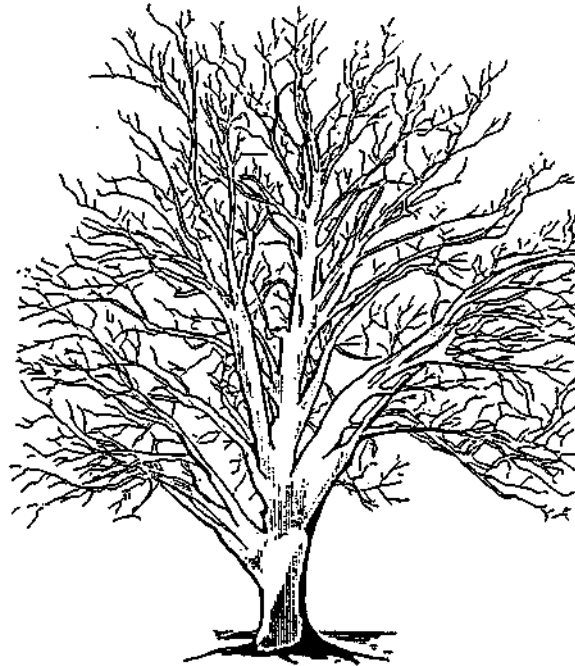


Monroe Township Schools



Curriculum Management System

Language Arts Literacy Talented and Gifted

Grade 5

July 2009

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: Septmeber 9, 2009

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writer's Name: Patricia Clark

Supervisor's Name: Elizabeth Woodring Supervisor of Language Arts, World Language and Media

**Technology Staff: Al Pulsinelli
Reggie Washington**

**Secretarial Staff: Debby Gialanella
Geri Manfre
Gail Nemeth**

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The philosophy of the Monroe Township School District's Language Arts Literacy Program is to provide students with a multitude of educational opportunities necessary for life long learning. The educational program takes into account the physical, social, mental, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, speaking, listening, and viewing in the world in which they live. Emphasis on language is placed on realistic, problem-based situations that provide opportunities for students to interact with new understandings. The problem-based learning activities are meaningful and construct higher level thinking that addresses social and common issues. Through open-ended activities, students engage in interdisciplinary studies based on where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with experiences necessary to develop a threshold of skills needed for critical thinking, strategizing, communicating, and actively contributing in the world in which they live.

Educational Goals

Students will be able to:

- Communicate in clear, concise, fluent and organized language that varies in content, format, and form for different audiences and purposes.
- Comprehend, understand, analyze, evaluate, critique and respond to messages from various formats.
- Investigate, research, and synthesize various information from a variety of media sources.

<p style="text-align: center;">New Jersey State Department of Education Core Curriculum Content Standards</p>
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A note about Language Arts Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts may also be found at:

<http://www.nj.gov/education/aps/cccs/lal/standards.htm>

Language Arts Literacy: Talented and Gifted Grade 5

Scope and Sequence

Quarter I	
Big Idea: Explore the character through connections <ul style="list-style-type: none"> a. Identify motivations of the characters b. Understand why it is hard to befriend an outsider and consider ways to make someone's life better c. Enrich vocabulary d. Reflect on how the relationships between the major and minor characters affect the character's actions and reactions 	Story: <i>Lenny's Red Day</i> by Bernard Ashley Suggested Readings: <i>Podhu and Aruwa</i> by African Folktale * <u>Bridge to Terabithia</u> by Katherine Paterson * <u>Joey Pigza Loses Control</u> by Jack Gantos
Quarter II	
Big Idea: Explore the character through perspective <ul style="list-style-type: none"> a. Understanding the motivations and influences of characters b. Understanding consequences of actions and cause and effect c. Enrich vocabulary d. Make inferences 	Story: <i>Charles</i> by Shirley Jackson Suggested Readings: <i>Maurice's Room</i> by Paula Fox <i>The Prince and the Goose Girl</i> by Elinor Mordaunt * <u>The View from Saturday</u> by E. L. Konigsburg

*Novels are suggested titles. Students should read one novel during the course of the year. The TAG teacher should determine when to introduce the novel and how to incorporate it into the curriculum.

*It is the responsibility of the TAG teacher to check with the regular classroom teacher to avoid duplication of novels.

Quarter III	
Big Idea: Explore the character through loyalty & honor <ul style="list-style-type: none"> a. Understand how the Navajo regard the natural and spiritual worlds b. Understand the effect of a dream c. Understand the influence of a family d. Achieving goals by gaining confidence e. Enriching vocabulary f. Providing evidence to support inferences 	Story: <i>Turquoise Horse</i> by Gerald Hausman Suggested Readings: <i>Lucky Boy</i> by Philippa Pearce <i>*Where the Red Fern Grows</i> by Wilson Rawls
Quarter IV	
Big Idea: Explore the character through challenges <ul style="list-style-type: none"> a. Understanding different ways that characters deal with sadness b. Understanding conflict with self c. Understanding conflict with others d. Following development of major/minor characters e. Enriching vocabulary f. Providing evidence to support inferences 	Story: <i>Ghost Cat</i> by Donna Hill Suggested Readings: <i>The Bermuda Triangle</i> by Tim Wynne-Jones <i>Barbie</i> by Gary Soto <i>*Tuck Everlasting</i> by Natalie Babbitt <i>*The Graveyard Book</i> by Neil Gaiman <i>*The Surrender Tree: Poems of Cuba's Struggle for Freedom</i> by Margarita Engle <i>*Rules</i> by Cynthia Lord <i>*The Alchemyst</i> by Michael Scott

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 Language Arts Literacy Talented and Gifted	Big Idea: Exploring character through connections.		
		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.		
		Goal 1: The student will be able to identify how characters develop through the connections they form with others and their environment.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
6 Days	1.1 Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words (3.1C2) 1.2 Read aloud in ways that reflect understanding of proper phrasing and intonation (3.1D3) 1.3 Read silently for the purpose of increasing speed, accuracy, and reading fluency (3.1.D4) 1.4 Apply reading strategies (before, during, and after reading) (3.1.G1) 1.5 Respond critically to an author's ideas, views, and beliefs (3.1.G1) 1.6 Distinguish between major and minor details(3.1.G7) 1.7 Make inferences using textual information and provide supporting evidence (3.1.G8) 1.8 Summarize and organize	Essential Questions: Why is it hard to befriend an outsider? What actions and words help us understand the motivations of the characters? Why is important to consider all the factors involved before reacting? How does a person's family affect his or her actions? What does it mean to be a good child, friend, or parent? How do some relationships help us grow? How are some connections/ relationships hurtful? How does understanding how characters connect to each other in fiction help us better understand people we are connected to in our lives? Why is it important to write about people who deal with difficult situations? What do a person's reactions/actions to difficult situation tell us about that person? How do the characters deal with peer pressure? Enduring Understandings: How we connect to others will affect our lives.	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Instructional Tools: <ul style="list-style-type: none"> • Junior Great Books Series 5 • Student Edition • Teacher Edition • Reader's Journal Workbook • Journal-Type Notebook Core Literature: <ul style="list-style-type: none"> • <i>Lenny's Red-Letter Day</i> by Bernard Ashley (Junior Great Book Series 5) 	

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 Language Arts Literacy Talented and Gifted	Big Idea: Exploring character through connections.		
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.		
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	<p>information by taking notes, outlining ideas, and/or making charts (3.1.H5)</p> <p>1.9 Use writing as a process (prewriting, drafting, revising, editing, post writing) (3.2Aall)</p> <p>1.10 Use appropriate mechanics, spelling, and handwriting (3.2Aall)</p> <p>1.11 Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience and referring to the text through sustained use of examples (3.2D4)</p> <p>1.12 Participate effectively in a discussion (3.3A all)</p> <p>1.13 Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects (3.2.B2)</p>	<p>Sample Conceptual Understandings:</p> <p>Reading how characters connect to others in literature encourages self- reflection and may lead to a greater understanding of human nature, as well as, develop more empathy for others.</p>	<p>Suggested Literature: <i>Podhu and Aruwa</i> by African Folktale (Junior Great Books Series 6) <i>I'm Trying to Tell You</i> by Bernard Ashley <i>Bridge to Terabithia</i> by Katherine Paterson <i>Joey Pigza Loses Control</i> by Jack Gantos</p> <p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> Students respond to essential questions in writing. Read Lenny's Red Letter Day (12 Pages) Students reread story together with directed notes. Discuss Text Opener (in TE) to activate student and focus of the story to motivate reader. Use graphic organizers such as Venn diagrams, T charts, KWL charts or sequencing charts to clarify understanding and demonstrate knowledge of characterization. Identify key vocabulary words and their meanings by recording in notebooks. <p>Topical Questions:</p> <ul style="list-style-type: none"> How do people celebrate a red-letter day? 	

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		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.14 Use a grade-level appropriate dictionary independently to define unknown words. (3.1F4) 1.15 Organize paragraphs using topic sentences.(3.2D6) 1.16 Demonstrate higher-order thinking and writing skills when answering open-ended and essay questions in content areas or as responses to literature. (3.2D16) 1.17 Review scoring criteria of relevant rubrics. (3.2 D16) 1.18 Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). (3.2 D17)		<ul style="list-style-type: none"> Why does Prakash try to be friends with Lenny? Why does Lenny wear his birthday badge when he returns to school? Why does Prakash throw away the Monopoly game after the incident with Lenny? <p>Assessment Models:</p> <ul style="list-style-type: none"> Analyze multiple interpretations of the story.(<i>Analysis</i>) Expository Writing or Creative Writing Readers Theater – Write a dramatic version of the story and perform it for the class. Prepare a newspaper front page based on the events. Include an interview, third person, headlines, and illustrations. Create a collage with items that represent the themes. Write a letter to the author with questions, observations, and insight about the story. Rewrite the story or part of the story in a different point-of-view, using insight and textual evidence to elaborate on character's motivations. (<i>Synthesis</i>) Write a diary entry for a character.

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		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.		
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			<p>(<i>Synthesis</i>)</p> <ul style="list-style-type: none"> Organize a debate to expand on the notes from the story. (<i>Evaluation</i>) Reader response journals, analysis of literary elements, literature circles, role plays (<i>Evaluation</i>) Incorporate new information with the ideas that the students had prior to reading the stories to produce a written response to one or more of the essential questions and present the important issues in greater depth. (<i>Synthesis</i>) <p>Additional Resources: Laptops may be used to explore areas of interest. Areas of exploration or research could be chosen according to student interest.</p>	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through perspective		
		Overarching Goals: (1) Communicate in clear concise, organize language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.		
		Goal 2: The student will be able to identify how an experience can be perceived differently.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
6	2.1 Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words (3.1C2) 2.2 Read aloud in ways that reflect understanding of proper phrasing and intonation (3.1D3) 2.3 Read silently for the purpose of increasing speed, accuracy, and reading fluency (3.1.D4) 2.4 Apply reading strategies (before, during, and after reading) (3.1.G1) 2.5 Respond critically to an author's ideas, views, and beliefs (3.1.G1) 2.6 Distinguish between major and minor details (3.1.G7) 2.7 Make inferences using textual information and provide supporting evidence (3.1.G8) 2.8 Summarize and organize information by taking notes,	Essential Questions: Why do children misbehave? Why do people make bad choices? Is it important that if a person makes a bad decision that he or she receives consequences? Who is responsible for the choices a child makes? At what age do actions become the child's responsibility? How do teachers, parents, and other students respond to students who may misbehave? Outside of school how do others respond to people who make bad choices? How do we know when something is the truth? Enduring Understandings: Personal responsibility is important for the individual, family, and the community. The truth about a situation may be clouded by our own interests. Sample Conceptual Understandings: Our interpretation of a situation is based on facts as well as our individual personal feelings and experiences.	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Instructional Tools: <ul style="list-style-type: none"> • Junior Great Books Series 5 • Student Edition • Teacher Edition • Reader's Journal Workbook • Journal-Type Notebook Core Literature: <i>Charles</i> by Shirley Jackson (Junior Great Book Series 5)	

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		<u>Overarching Goals:</u> (1) Communicate in clear concise, organize language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.	
		<u>Goal 2:</u> The student will be able to identify how an experience can be perceived differently.	
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	outlining ideas, and/or making charts (3.1.H5) 2.9 Use writing as a process (prewriting, drafting, revising, editing, postwriting) (3.2Aall) 2.10 Use appropriate mechanics, spelling, and handwriting (3.2Aall) 2.11 Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience and referring to the text through sustained use of examples (3.2D4) 2.12 Participate effectively in a discussion (3.3A, B, and C all) 2.13 Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects (3.2.B2) 2.14 Use a grade-level appropriate		Suggested Literature: <i>Maurice's Room</i> by Paula Fox <i>The Prince and the Goose Girl</i> by Elinor Mordaunt <i>The View from Saturday</i> by E. L. Konigsburg Learning Activities: <ul style="list-style-type: none"> ▪ Discuss Text Opener in TE to understand the focus of the story and motivate reader. ▪ Prereading activity – Students respond to why children misbehave. ▪ Reader response journal, analysis of literary elements. ▪ Explain different types of questions. ▪ Compare and contrast factual questions and interpretive questions • Identify and define key vocabulary words, and record in notebooks. ▪ Second Reading with directed notes – students should read on their own or with a partner. Topical Questions: <ul style="list-style-type: none"> • Why does Arts Laurie invent Charles? • Why don't Laurie's parents figure out that Laurie has invented Charles? (DON'T GIVE THIS QUESTION UNTIL AFTER THE

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through perspective	
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	dictionary independently to define unknown words.(3.1F4) 2.15 Organize paragraphs using topic sentences. (3.2 D6) 2.16 Demonstrate higher-order thinking skills in writing when answering open-ended and essay questions in content areas or as responses to literature. (3.2 D13) 2.17 Review scoring criteria of relevant rubrics. (3.2 D16) 2.18Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). (3.2 D17) 2.19 Create and present an oral presentation (3.3 D All) 2.20 Understand the uses of technology (e.g., the Internet for research). (3.5 B 7)		STUDENTS HAVE READ THE STORY AT LEAST ONCE) <ul style="list-style-type: none"> Why does Laurie become the teacher's helper in the third week of school? Assessment Models: <ul style="list-style-type: none"> Analyze multiple interpretations of the story.(<i>Analysis</i>) Expository Writing or Creative Writing Readers Theater – Write a dramatic version of the story and perform it for the class. Create a poetry book and share a few of the poems with the class. Write and perform a musical piece related to one of the stories. Create a story board for sequencing the events in the story. Prepare a newspaper front page based on the events. Include an interview, third person, headlines, and illustrations. Create a collage with items that represent the themes. Write a letter to the author with questions, observations, and insight about the story. Rewrite the story or part of the story in a different point-of-view, using insight and

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through perspective	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organize language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
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			<p>textual evidence to elaborate on character's motivations. (<i>Synthesis</i>)</p> <ul style="list-style-type: none"> • Write a story or skit about what happens when Charles, Prakash, and Lenny's mothers meet. (<i>Synthesis</i>) • Organize a debate to expand on the notes from the story. (<i>Evaluation</i>) • Reader response journals, analysis of literary elements, literature circles, role plays (<i>Evaluation</i>) • Conduct an interview to examine what it means to be a parent. Include information on how those relationships affect the parent and the child. Share the information with the class. (<i>Analysis</i>) • Write a letter to one of the characters to express understanding of their point of view in the story. (<i>Synthesis</i>) • Write a diary entry for one of the characters that demonstrates an understanding of their experiences in the story. (<i>Synthesis</i>) • Incorporate new information with the ideas that the students had prior to reading the stories to produce a written response to one or more of the essential questions and present the important issues in greater

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through perspective	
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5 Total 4 Class es To work on Proje ct 1 Class to prese nt			depth. (<i>Synthesis</i>) Assessment Models: Mid-Year: Create a video to illustrate an important issue related to one or more of the stories. (<i>Analysis, Synthesis, Evaluation</i>) Goal: Prepare a public service announcement encouraging good decision making. Role: Students will assume the roles of actor, playwright, expert, historian, parent, police officer, reporter, researcher, videographer of a public service announcement encouraging good decision making. Audience: Class Situation: Students will be asked to write a public service announcement. Students will research the importance of good decisions and how they affect individuals, families, and society. Students will examine and report about times in history that good/bad decisions were made. Students will act out the script taking on various roles as necessary to inform the public. Product/Performance: Write a script including stage directions. The script should include facts to support the importance of good decision making. The script should include dialogue to illustrate the effects on the individual, the family, and society of good and bad decisions

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through perspective	
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		<u>Goal 2:</u> The student will be able to identify how an experience can be perceived differently.	
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			<p>Standards: Evaluation using a rubric to assess quality of work, creativity, and presentation. Class discussion following presentation to critique performances.</p> <p>Additional Learning Activity and Resources:</p> <p>*Students will read a novel and prepare to contribute to an end of the year book talk.</p> <p>Students will choose one of the novels to read independently. They will use the novel and one of the stories to support an answer to one or more of the essential questions.</p> <p><u>Bridge to Terabithia</u> by Katherine Paterson <u>Joey Pigza Loses Control</u> by Jack Gantos <u>The View from Saturday</u> by E. L. Konigsburg <u>Where the Red Fern Grows</u> by Wilson Rawls <u>Tuck Everlasting</u> by Natalie Babbitt <u>The Graveyard Book</u> by Neil Gaiman <u>The Surrender Tree: Poems of Cuba's Struggle for Freedom</u> by Margarita Engle <u>Rules</u> by Cynthia Lord <u>The Alchemyst</u> by Michael Scott)</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through loyalty & honor		
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend , understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate , research, and synthesize information from various media sources.		
		<u>Goal 3:</u> The student will be able to appreciate that different cultures may have different beliefs. Students will gain an understanding that it is possible to respect different cultural beliefs even if he or she doesn't agree with the beliefs.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
5	3.1 Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words (3.1C2) 3.2 Read aloud in ways that reflect understanding of proper phrasing and intonation (3.1D3) 3.3 Read silently for the purpose of increasing speed, accuracy, and reading fluency (3.1.D4) 3.4 Apply reading strategies (before, during, and after reading) (3.1.G1) 3.5 Respond critically to an author's ideas, views, and beliefs (3.1.G1) 3.6 Distinguish between major and minor details(3.1.G7) 3.7 Make inferences using textual information and provide supporting evidence (3.1.G8) 3.8 Summarize and organize information by taking notes, outlining ideas, and/or	Essential Questions: <ul style="list-style-type: none"> What does it mean for a person to be loyal? What does it mean for a person to have honor? How does a family determine how important it is to be loyal and honorable? How does culture determine the importance of loyal and honor? How does culture affect the character traits we develop? What role do loyalty and honor play in our culture? What values are important in our culture? Why might the importance of loyalty and honor differ among cultures? What would a society be like if there was no loyalty and honor? Enduring Understandings: People value loyalty and honor differently. Family and culture affect what values and traits are considered important. Sample Conceptual Understanding: Family and culture affect who we become.	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Instructional Tools:</p> <ul style="list-style-type: none"> Junior Great Books Series 5 Student Edition Teacher Edition Reader's Journal Workbook Journal-Type Notebook <p>Core Literature: The Turquoise Horse by Gerald Hausman (Junior Great Book Series 5)</p> <p>Suggested Readings: <i>Lucky Boy</i> by Philippa Pearce</p>	

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through loyalty & honor	
		<u>Overarching Goals:</u> (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		<u>Goal 3:</u> The student will be able to appreciate that different cultures may have different beliefs. Students will gain an understanding that it is possible to respect different cultural beliefs even if he or she doesn't agree with the beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	making charts (3.1.H5) 3.9 Use writing as a process (prewriting, drafting, revising, editing, post writing) (3.2Aall) 3.10 Use appropriate mechanics, spelling, and handwriting (3.2Aall) 3.11 Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience and referring to the text through sustained use of examples (3.2D4) 3.12 Participate effectively in a discussion (3.3A all) 3.13 Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects (3.2.B2) 3.14 Use a grade-level appropriate dictionary independently to define unknown words.		<u>Turtle Dream: collected Stories for the Hopi, Navajo, Pueblo, Havasupai People</u> by Gerald Hausman <u>How the Stars Fell into the Sky: A Navajo Legend</u> by Jerrie Oughton, Lisa Desimini <u>Songs from the Loom: A Navajo Girl Learns to Weave</u> by Monty Roessel <u>Where the Red Fern Grow</u> by Wilson Rawls Learning Activities: <ul style="list-style-type: none"> Discuss Text Opener in TE to understand the focus of the story and motivate reader. Prereading activity- Use laptops to explore information about Navajo people and their beliefs http://www.americanwest.com/pages/navajo2.htm http://www.bigorrin.org/navajo_kids.htm <ul style="list-style-type: none"> Prepare students for story by reading other stories about Navajo people. <u>Turtle Dream: collected Stories for the Hopi, Navajo, Pueblo, Havasupai People</u> by Gerald Hausman <u>How the Stars Fell into the Sky: A Navajo Legend</u> by Jerrie Oughton, Lisa Desimini

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	(3.1F4) 3.15 Organize paragraphs using topic sentences.(3.2D6) 3.16 Demonstrate higher-order thinking and writing skills when answering open-ended and essay questions in content areas or as responses to literature. (3.2D16) 3.17 Review scoring criteria of relevant rubrics. (3.2 D16) 3.18 Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). (3.2 D17)		<u>Songs from the Loom: A Navajo Girl Learns to Weave</u> by Monty Roessel <i>First read of story can be done independently.</i> Topical Questions: <ul style="list-style-type: none"> Why does Lisa dream again and again dream about the turquoise horse? Why does Lisa think she has betrayed the secret of the turquoise horse by writing a poem about it? Why does writing about the turquoise horse make Lisa sure that she will have a "big" family? Assessment Models: <ul style="list-style-type: none"> Second Reading with directed Notes. Identify figurative writing elements that demonstrate author's style Write an acrostic poem about one of the characters Write a poem or song to demonstrate an appreciation of the Navajo culture Analyze multiple interpretations of the 	

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			story.(Analysis) <ul style="list-style-type: none"> • Expository Writing or Creative Writing • Readers Theater – Write a dramatic version of the story and perform it for the class. • Create a poetry book and share a few of the poems with the class. • Research dreams and how dreams are interpreted. • Write and perform a musical piece related to one of the stories. • Create a story board for sequencing the events in the story. • Prepare a newspaper front page based on the events. Include an interview, third person, headlines, and illustrations. • Create a collage with items that represent the themes. • Write a letter to the author with questions, observations, and insight about the story. • Rewrite the story or part of the story in a different point-of-view, using insight and textual evidence to elaborate on character's motivations. (Synthesis) • Organize a debate to expand on the notes from the story.(Evaluation)

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		<u>Goal 3:</u> The student will be able to appreciate that different cultures may have different beliefs. Students will gain an understanding that it is possible to respect different cultural beliefs even if he or she doesn't agree with the beliefs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model <ul style="list-style-type: none"> • Reader response journals, analysis of literary elements, literature circles, role plays (<i>Evaluation</i>) • Conduct an interview to examine what it how a culture affects beliefs. Include information on how those beliefs affect the individual and families. Share the information with the class. (<i>Analysis</i>) • Write a letter to one of the characters to express understanding of their point of view in the story. (<i>Synthesis</i>) • Write a diary entry for one of the characters that demonstrates an understanding of their experiences in the story. (<i>Synthesis</i>) • Incorporate new information with the ideas that the students had prior to reading the stories to produce a written response to one or more of the essential questions and present the important issues in greater depth. (<i>Synthesis</i>) • Create illustrations to demonstrate understanding of the story or an appreciation of Navajo culture <p>Additional Resources: http://www.geraldhausman.com/</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade Level 5 Language Arts Literacy Talented and Gifted	Big Idea: Explore the character through challenges	
		Overarching Goals: (1) Communicate in clear concise, organized language that varies in content, format and form for different audience and purposes. (2) Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. (3) Investigate, research, and synthesize information from various media sources.	
		Goal 4: The student will be able to identify factors such as time and support can help with solutions to their challenges.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	4.1 Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words (3.1C2) 4.2 Read aloud in ways that reflect understanding of proper phrasing and intonation (3.1D3) 4.3 Read silently for the purpose of increasing speed, accuracy, and reading fluency (3.1.D4) 4.4 Apply reading strategies (before, during, and after reading) (3.1.G1) 4.5 Respond critically to an author's ideas, views, and beliefs (3.1.G1) 4.6 Distinguish between major and minor details (3.1.G7) 4.7 Make inferences using textual information and provide supporting evidence (3.1.G8) 4.8 Summarize and organize	Essential Questions: How do people deal with challenges? How do people deal with sadness? Is sadness a challenge? Is death necessary? How can understanding how a character deals with a loss help the reader? How does age affect how a person handles challenges? How could writing about a sad situation encourage healing? Enduring Understandings: People deal with challenges in different ways but certain factors can help. Death is a necessary part of the cycle of life. Sample Conceptual Understandings: Understanding that characters in a story can over time deal with very sad events sends the message to the reader that problems can be dealt with in a healthy way.	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i> Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Instructional Tools: <ul style="list-style-type: none"> • Junior Great Books Series 5 • Student Edition • Teacher Edition • Reader's Journal Workbook • Journal-Type Notebook Core Literature: Ghost Cat by Donna Hill (Junior Great Book Series 5) Suggested Reading: <i>The Bermuda Triangle</i> by Tim Wynne-Jones

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	information by taking notes, outlining ideas, and/or making charts (3.1.H5) 4.9 Use writing as a process (prewriting, drafting, revising, editing, post writing) (3.2Aall) 4.10 Use appropriate mechanics, spelling, and handwriting (3.2Aall) 4.11 Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience and referring to the text through sustained use of examples (3.2D4) 4.12 Participate effectively in a discussion (3.3A all) 4.13 Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects (3.2.B2) 4.14 Use a grade-level appropriate		<i>Barbie</i> by Gary Soto <u>Tuck Everlasting</u> by Natalie Babbitt <u>The Graveyard Book</u> by Neil Gaiman <u>The Surrender Tree: Poems of Cuba's Struggle for Freedom</u> by Margarita Engle <u>Rules</u> by Cynthia Lord <u>The Alchemyst</u> by Michael Scott Learning Activities: <ul style="list-style-type: none"> • Discuss Text Opener in TE to understand the focus of the story and motivate reader. • Prereading – Discuss ways people deal with sadness • Read story to students • Share Questions • Second Reading with directed Notes. • Shared Inquiry Questions • Use writing process to complete an expository writing piece with symbolic meanings or a creative writing piece with dramatic dialogue. • Research and present to the class an information session on how to handle a

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	dictionary independently to define unknown words. (3.1F4) 4.15 Organize paragraphs using topic sentences.(3.2D6) 4.16 Demonstrate higher-order thinking and writing skills when answering open-ended and essay questions in content areas or as responses to literature. (3.2D16) 4.17 Review scoring criteria of relevant rubrics. (3.2 D16) 4.18 Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). (3.2 D17)		loss. <ul style="list-style-type: none"> • Write a dramatic presentation of a story, perform it for the class. • Create a video to illustrate an important issue related to one or more of the stories. • Organize and conduct a debate regarding an issue related to one or more of the stories. • Create a poetry book and share a few of the poems with the class. • Create a story board for sequencing the events in the story. • Write advice to Jodi, Filmore or the mother of a character from one of the other stories. • Write and perform a musical piece related to one of the stories. • Create posters, illustrations, or student developed creative activity that demonstrates comprehension and analysis of the plot. • Write a letter to express understanding, support, or concern. The letter could be fictional or to a real person or company. • Analyze multiple interpretations of the story.(Analysis)

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			<ul style="list-style-type: none"> • Rewrite the story or part of the story in a different point-of-view, using insight and textual evidence to elaborate on character's motivations. (<i>Synthesis</i>) • Organize a debate to expand on the notes from the story. (<i>Evaluation</i>) • Reader response journals, analysis of literary elements, literature circles, role plays (<i>Evaluation</i>) • Conduct an interview to examine the how people deal with loss. Share the information with the class. (<i>Analysis</i>) • Write a letter to one of the characters to express understanding of their point of view in the story. (<i>Synthesis</i>) • Write a diary entry for one of the characters that demonstrates an understanding of their experiences in the story. (<i>Synthesis</i>) • Incorporate new information with the ideas that the students had prior to reading the stories to produce a written response to one or more of the essential questions and present the important issues in greater depth. (<i>Synthesis</i>)

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Enduring Understandings, Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
			Additional Resources: http://www.cynthialord.com/ End of the Year Book Talk Using a novel chosen by the student, the novel should support responses to the Essential Questions. One of the stories read in class should also be used to support the response to the Essential Question. Students will give a book talk to the class to introduce the novel to the other students and explain their answer to one of the essential questions. They should also explain how the novel develops a theme or topic suggested by one of the stories read in class. Classmates and teacher will ask questions to encourage discussion, ideas, and thoughts.	

**Language Arts Literacy Talented and Gifted
Grade 5**

COURSE BENCHMARKS

1. The student will be able to identify how characters change through the connections they develop with others and their environment.
2. The student will be able to identify how a character's perspective influences their experiences.
3. The student will be able to understand how culture and tradition influence character growth and value systems of a community.
4. The student will be able to identify how characters change through the challenges they face.