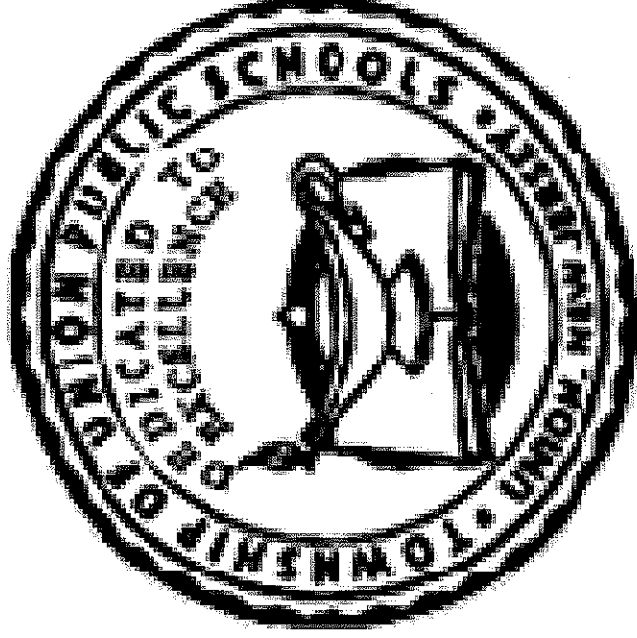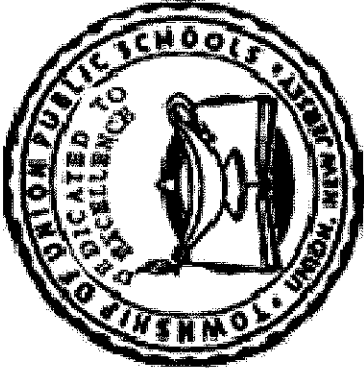TOWNSHIP OF UNION PUBLIC SCHOOLS

Language Arts Grade 5

Curriculum Guide

2014

Board Members

Mr. Francis "Ray" Perkins
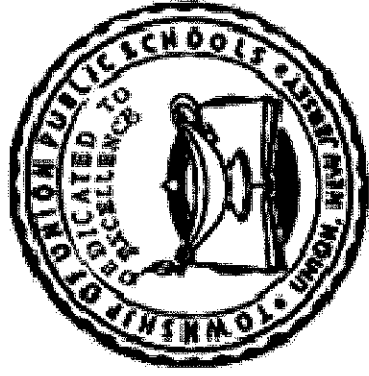Susana Cooley
Thomas Layden
Vito Nufrio
Guy Francis
Lois Jackson
Angel Salcedo
Richard J. Galante
David Arminio

TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent .... Dr. Patrick Martin

Assistant Superintendent .... Mr. Gregory Tatum

Assistant Superintendent .... Dr. Noreen Lishak

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Director of Special Services .... Ms. Kim Conte

Director of Athletics, Physical Education and Nurses .... Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .... Mr. Robert Ghiretti

Language Arts/Social Studies Pre K-2 .... Ms. Maureen Corbett

Mathematics/Science 3-5 .... Ms. Deborah Ford

Mathematics/Science Pre K-2 .... Ms. Terri Matthews

Guidance K-12/SAC .... Ms. Nicole Ahearn

Language Arts/Library Services 6-12 .... Ms. Mary Malyska

Mathematics 6-12 .... Mr. Jason Mauriello

Science 6-12 .... Ms. Maureen Guilfoyle

Social Studies/Business 6-12 .... Ms. Libby Galante

World Language/ESL/Career Education .... Ms. Yvonne Lorenzo

Art/Music .... Mr. Ronald Rago

Special Services, Pre K-8 .... Mr. Jason Killian

Special Services, Pre K-8 .... Ms. Donna Wozniak

Special Services, 9-12 .... Mr. Joseph Seugling

Curriculum Committee
Grade 5 Language Arts

Alison Brehm
Lindsay Marino

Table of Contents

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Recommended Textbooks

Macmillan/McGraw-Hill Wonders Textbooks, Workbooks, and Masters

Course Proficiencies

Students will be able to...

Speaking

Use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance gesture).

Present using appropriate sequence and a basic three-part format (introduction, body) conclusion.

Answer questions from peers and ask questions of peers (polite, clear, brief, and focused) in complete sentences.

Present or read, summarize, and respond to poems and narratives.

Participate in small and large group discussion when it is your turn.

Listening

Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).

Summarize, gain information, and ask clarifying questions by listening and viewing.

Listen and view to answer questions and express likes and dislikes about literature.

Appropriately respond to multi-step oral directions.

Writing

State the main idea of the paragraph in one sentence.

Understand cause/effect and comparison/contrast.

Use introduction and conclusion paragraphs in letters and other multi-paragraph writing.

Write with limited number of errors in usage, spelling, capitalization, and punctuation.

Know the parts of friendly letters and write letters in proper form.

Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.

Write multi-paragraph narratives with descriptive elements (speculative, expository, explanatory, open-ended) including dialogue and figurative language.

Be familiar with the writing process, pre-write, drafting, editing, and publishing in relation to an established rubric.

Be familiar with basic parts of speech.

Reading

Read six Chapter Books with a written response to show understanding.

Use visual clues, word form, and context to determine word meaning.

Identify the meaning that applies to the context when a word has multiple meanings.

Identify, understand, and use synonyms, antonyms, homonyms and figurative language.

Alphabetize and use the dictionary for a variety of purposes.

Locate and choose reading selections for a particular purpose (pleasure, information, research).

Explain and summarize setting, plot, characters, problem, main event, resolution of problem, author's purpose and genre.

Skim, scan and identify topic, events in sequence, and specific details.

Identify and explain cause/effect and comparison/contrast patterns.

Draw and justify inferences and make predictions.

Viewing

Acquire information through viewing various types of media.

Curriculum Units

Unit 1: Eureka! I've Got It!

Unit 2: Taking the Next Step

Unit 3: Getting From Here to There

Unit 4: It's Up to You

Unit 5: What's Next

Unit 6: Linked In

Pacing Guide

Content	Number of Days
Unit 1: Eureka! I've Got It!	25
Unit 2: Taking the Next Step	25
Unit 3: Getting From Here to There	25
Unit 4: It's Up to You	25
Unit 5: What's Next	25
Unit 6: Linked In	25

Unit 1:

Essential Questions/Weekly Skill	Common Core Language Arts Standards (CPIs)	Activities	Assessments
1. How do we get the things we need? (Character/Setting/Plot: Sequence)	RL.3.3 RL.5.1	**Before Reading:** • Discuss genre of weekly selection. • Connect to weekly vocabulary words. • Set a purpose for reading • Preview text to activate prior knowledge • Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc. **During Reading:** • Make and confirm predictions • Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension • Identify specific words or phrases that cause comprehension difficulties and self-monitor	• Teacher Observation • Spelling Tests • Selection test • Weekly Assessment • Unit assessment • Writing: Personal Narrative • Daily journal/writer's notebook/reading response
2. What can lead us to rethink an idea?? (Character/Setting/Plot: Problem & Solution)	RF.5.3a RF.5.4a RF.5.4b RF.5.4c		
3. How can experiencing nature change the way you think about it? (Text Structure: Cause & Effect)	RI.5.3 RI.5.5 RI.6.6		
4. How does technology lead to creative ideas? (Text Structure: Sequence)	L.3.1i L.4.1f L.5.1.a L.5.1.e L.5.2e L.5.4a L.5.4b L.5.5b L.5.5c L.5.6		
5. What are the positive and negative effects of new technology? (Author's Point of View)	W.5.1 W.5.3b W.5.3c W.5.3d		

W.5.3.d	• Identify elements of the author's craft, e.g. using similes, use of interesting words, humors,etc.
W.5.7	• Make inferences based on explicit and implicit information from the text; provide justification for those inferences
SL.5.4	**After Reading:**
	• Describe characters' physical and personality traits.
	• Answer "who," "what," "when," etc.. questions
	• Sequentially retell a narrative text
	• Describe the conflict faced by a character in a story
	• Make connection to text through an open ended response
	• Reinforce weekly skill.
	Writing:
	• Daily Journal entries
	• Personal narrative writing

Unit 2:

Essential Questions	Common Core Language Arts Standards (CPIs)	Activities	Assessments
1. What can learning about different cultures teach us? (Text Structure: Problem & Solution)	RL.5.1 RL.5.2 RF.5.3a RF.5.4a RF.5.4b RF.5.4c	**Before Reading:** • Discuss genre of weekly selection. • Connect to weekly vocabulary words. • Set a purpose for reading • Preview text to activate prior knowledge • Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc.	• Teacher Observation • Spelling Tests • Selection test • Weekly Assessment • Unit assessment • Writing: Informative Text • Daily journal/writer's notebook/reading response
2. How can learning about nature be useful? (Character/Setting/Plot: Compare & Contrast)	RI.5.3 RI.5.5 RI.5.7		
3. Where can you find patterns in nature? (Text Structure: Sequence)	L.3.1a L.3.1b L.3.2d L.5.1.a L.5.2e L.5.4 L.5.4a L.5.5a L.5.6	**During Reading:** • Make and confirm predictions • Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension • Identify specific words or phrases that cause comprehension difficulties and self-monitor	
4. What benefits come from people working as a group? (Theme)			
5. How do we explain what happened in the past? (Theme)	W.5.2.b W.5.3a W.5.3.d W.5.4 W.5.7		

SL.5.5	
	• Identify elements of the author's craft, e.g. using similes, use of interesting words, humors,etc.
	• Make inferences based on explicit and implicit information from the text; provide justification for those inferences
	After Reading:
	• Describe characters' physical and personality traits.
	• Answer "who," "what," "when," etc.. questions
	• Sequentially retell a narrative text
	• Describe the conflict faced by a character in a story
	• Make connection to text through an open ended response
	• Reinforce weekly skill.
	Writing:
	• Daily Journal entries
	• Informative Text Writing

Unit 3:

Essential Questions	Common Core Language Arts Standards (CPIs)	Activities	Assessments
1. What can learning about different cultures teach us? (Theme)	RL.5.2 RL.5.7	**Before Reading:** • Discuss genre of weekly selection.	• Teacher Observation
2. How can learning about nature be useful? (Theme)	RF.5.3a RF.5.4b RF.5.4c	• Connect to weekly vocabulary words. • Set a purpose for reading • Preview text to activate prior knowledge	• Spelling Tests • Selection test
3. Where can you find patterns in nature? (Main Idea & Key Details)	RI.5.2 RI.6.6 L.3.1d L.3.1f L.5.1c L.5.2d	• Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc.	• Weekly Assessment • Unit assessment
4. What benefits come from people working as a group? (Main Idea & Key Details)	L.5.2e L.5.4a L.5.4b L.5.5 L.5.6	**During Reading:** • Make and confirm predictions • Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension	• Writing: Opinion • Daily journal/writer's notebook/reading response
5. How do we explain what happened in the past? (Author's Point of View)	W.5.1c W.5.2b W.5.2e W.5.7 SL.5.4	• Identify specific words or phrases that cause comprehension difficulties and self-monitor • Identify elements of the	

author's craft, e.g. using similes, use of interesting words, humors, etc.
- Make inferences based on explicit and implicit information from the text; provide justification for those inferences

After Reading:
- Describe characters' physical and personality traits.
- Answer "who," "what," "when," etc.. questions
- Sequentially retell a narrative text
- Describe the conflict faced by a character in a story
- Make connection to text through an open ended response
- Reinforce weekly skill.

Writing:
- Daily Journal entries
- Opinion Writing

Unit 4:

Essential Questions	Common Core Language Arts Standards (*CPIs*)	Activities	Assessments
1. What kinds of stories do we tell? Why do we tell them? (Point of View)	RL.5.1 RL.5.2	**Before Reading:** • Discuss genre of weekly selection.	• Teacher Observation
	RF.5.3a RF.5.4b	• Connect to weekly vocabulary words.	• Spelling Tests
2. What can you discover when you give things a second look? (Point of View)	RF.5.4c	• Set a purpose for reading • Preview text to activate prior knowledge	• Selection test • Weekly Assessment
	RI.6.6	• Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc.	• Unit assessment
3. What can people do to bring about a positive change? (Author's Point of View)	L.3.1a L.3.1f L.4.1a L.4.1g L.5.2e L.5.4a	**During Reading:** • Make and confirm predictions	• Writing: Narrative Text/ Poetry • Daily journal/writer's notebook/reading response
4. Why are natural resources valuable? (Author's Point of View)	L.5.5a L.5.5b L.5.5c L.5.6	• Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension	
5. How do you express that something is important to you? (Theme)	W.5.2.c W.5.3 W.5.3b W.5.3d W.5.7 W.5.8	• Identify specific words or phrases that cause comprehension difficulties and self-monitor	

SL.5.5	• Identify elements of the author's craft, e.g. using similes, use of interesting words, humors, etc. • Make inferences based on explicit and implicit information from the text; provide justification for those inferences After Reading: • Describe characters' physical and personality traits. • Answer "who," "what," "when," etc.. questions • Sequentially retell a narrative text • Describe the conflict faced by a character in a story • Make connection to text through an open ended response • Reinforce weekly skill. Writing: • Daily Journal entries • Narrative Text/Poetry

Unit 5:

Essential Questions	Common Core Language Arts Standards (*CPIs*)	Activities	Assessments
1. What experiences can change the way you see yourself and the world around you? (Character/Setting/Plot: Compare & Contrast)	RL.5.1	**Before Reading:** • Discuss genre of weekly selection. • Connect to weekly vocabulary words. • Set a purpose for reading • Preview text to activate prior knowledge • Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc. **During Reading:** • Make and confirm predictions • Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension • Identify specific words or phrases that cause comprehension difficulties and self-monitor	• Teacher Observation • Spelling Tests • Selection test • Weekly Assessment • Unit assessment • Writing: Informative Text • Daily journal/writer's notebook/reading response
	RF.5.3a RF.5.4b RF.5.4c		
	RI.5.3 RI.6.6		
2. How do shared experiences help people adapt to change? (Character/Setting/Plot: Compare & Contrast)	L.3.1i L.3.1g L.5.2d L.5.2e L.5.4a L.5.4b L.5.5b L.5.6		
3. What changes in the environment affect living things? (Text Structure: Compare & Contrast)			
4. How can scientific knowledge change over time? (Text Structure: Cause & Effect)	W.5.1d W.5.7 W.5.10 SL.5.4		

	• Identify elements of the author's craft, e.g. using similes, use of interesting words, humors, etc. • Make inferences based on explicit and implicit information from the text; provide justification for those inferences After Reading: • Describe characters' physical and personality traits. • Answer "who," "what," "when," etc.. questions • Sequentially retell a narrative text • Describe the conflict faced by a character in a story • Make connection to text through an open ended response • Reinforce weekly skill. Writing: • Daily Journal entries • Informative Text
5. How do natural events and human activities affect the environment? (Author's Point of View)	

Unit 6:

Essential Questions	Common Core Language Arts Standards (*CPIs*)	Activities	Assessments
1. How do different groups contribute to a cause? (Theme)	RL.5.2 RL.5.6	**Before Reading:** • Discuss genre of weekly selection. • Connect to weekly vocabulary words. • Set a purpose for reading • Preview text to activate prior knowledge • Make relevant predictions about what will probably happen in a story based on title, cover, chapter headings, table of contents, illustrations, etc. **During Reading:** • Make and confirm predictions • Make meaningful connections to text • Ask and answer questions, both oral and written, while reading to monitor comprehension • Identify specific words or phrases that cause comprehension difficulties and self-monitor	• Teacher Observation • Spelling Tests • Selection test • Weekly Assessment • Unit assessment • Writing: Opinion • Daily journal/writer's notebook/reading response
2. What actions can we take to get along with others? (Theme)	RF.5.3a RF.5.4a RF.5.4b RF.5.4c		
3. How are living things adopted to their environment? (Text Structure: Cause & Effect)	RI.5.3 RI.5.5 RI.5.7		
4. What impact do our actions have on our world? (Text Structure: Problem & Solution)	L.3.1a L.3.1g L.5.1 L.5.1.a L.5.1.e L.5.2e L.5.4 L.5.4a L.5.4b L.5.5c L.5.6		
5. What can our connections to the world teach us? (Point of View)	W.5.1 W.5.3c W.5.3d		

W.5.7 W.5.10 SL.5.5	• Identify elements of the author's craft, e.g. using similes, use of interesting words, humors, etc. • Make inferences based on explicit and implicit information from the text; provide justification for those inferences After Reading: • Describe characters' physical and personality traits. • Answer "who," "what," "when," etc.. questions • Sequentially retell a narrative text • Describe the conflict faced by a character in a story • Make connection to text through an open ended response • Reinforce weekly skill. Writing: • Daily Journal entries • Opinion Writing

New Jersey Common Core State Standards

English Language Arts Standards » Reading: Literature

Key Ideas and Details:

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-Literacy.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-Literacy.RL.5.8

(RL.5.8 not applicable to literature)

CCSS.ELA-Literacy.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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.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.

English Language Arts Standards » Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*

CCSS.ELA-Literacy.RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.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.

English Language Arts Standards » Reading: Foundational Skills

Phonics and Word Recognition:

CCSS.ELA-Literacy.RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.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.

Fluency:

CCSS.ELA-Literacy.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing

Text Types and Purposes:

CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1.a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1.b
Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

CCSS.ELA-Literacy.W.5.1.d
Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2.a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.5.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

CCSS.ELA-Literacy.W.5.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2.e

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
CCSS.ELA-Literacy.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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge:
CCSS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.9.a
Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CCSS.ELA-Literacy.W.5.9.b
Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

Range of Writing:

CCSS.ELA-Literacy.W.5.10

Write routinely over extended time frames (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.

English Language Arts Standards » Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1.a

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.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

English Language Arts Standards » Language

Conventions of Standard English:

CCSS.ELA-Literacy.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.1.a
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-Literacy.L.5.1.b
Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

CCSS.ELA-Literacy.L.5.1.c
Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-Literacy.L.5.1.d
Recognize and correct inappropriate shifts in verb tense.*

CCSS.ELA-Literacy.L.5.1.e
Use correlative conjunctions (e.g., *either/or, neither/nor*).

CCSS.ELA-Literacy.L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.5.2.a
Use punctuation to separate items in a series.*

CCSS.ELA-Literacy.L.5.2.b
Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-Literacy.L.5.2.c
Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

CCSS.ELA-Literacy.L.5.2.d
Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-Literacy.L.5.2.e
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-Literacy.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.3.a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.3.b
Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.5.5.a
Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.L.5.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.5.5.c
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CCSS.ELA-Literacy.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*).

New Jersey Scoring Rubrics

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Holistic Writing
New Jersey Registered Holistic Scoring Rubric (Grades 3-5)

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content & Organization	• May lack opening and/or closing • Minimal response to topic; uncertain focus • No planning evident; disorganized • Details random, inappropriate or barely apparent	• May lack opening and/or closing • Attempts to focus • May drift or shift focus • Attempts organization • Few, if any, transitions between ideas • Details lack elaboration, i.e., highlight paper	• May lack opening and/or closing • Usually has single focus • Some lapses or flaws in organization • May lack some transitions between ideas • Repetitious details • Several unelaborated details	• Generally has opening and/or closing • Single focus • Ideas loosely connected • Transition evident • Uneven development of details	• Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed • Logical progression of ideas • Moderately fluent • Attempts compositional risks • Details appropriate and varied
Usage	• No apparent control • Severe/numerous errors	• Numerous errors	• Errors/patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/same structure • Numerous errors	• Little variety in syntax • Some errors	• Some variety • Generally correct	• Variety in syntax appropriate and effective • Few errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors

Content & Organization	Usage	Sentence Construction	Mechanics
• Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers	• Variety of type, structure and length • Correct construction	• Spelling • Capitalization • Punctuation