

Hopatcong School District 5th Grade Language Arts Curriculum 2008 based on the New Jersey Core Curriculum Standards

Language Arts Literacy

The New Jersey Core Curriculum Content Standards for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. The standards are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

3. Language Arts Literacy

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

A. Concepts About Print/Text

1. Use a text index and glossary appropriately.
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).

B. Phonological Awareness

1. No additional indicators at this grade level.

C. Decoding and Word Recognition

1. Use the pronunciation key of a dictionary to decode new words.
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.
3. Interpret new words correctly in context.
4. Apply spelling and syllabication rules that aid in decoding and word recognition.

D. Fluency

1. Adjust reading speed appropriately for different purposes and audiences.
2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.
3. Read aloud in ways that reflect understanding of proper phrasing and intonation.
4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.
5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.

E. Reading Strategies (before, during, and after reading)

1. Activate prior knowledge and anticipate what will be read or heard.
2. Vary reading strategies according to their purpose for reading and the nature of the text.
3. Reread to make sense of difficult paragraphs or sections of text.
4. Make revisions to text predictions during and after reading.
5. Apply graphic organizers to illustrate key concepts and relationships in a text.

F. Vocabulary and Concept Development

1. Infer word meanings from learned roots, prefixes, and suffixes.
2. Infer specific word meanings in the context of reading passages.
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.
4. Use a grade-level appropriate dictionary independently to define unknown words.
5. Use a thesaurus to identify alternative word choices and meanings.

G. Comprehension Skills and Response to Text

1. [HYPERLINK "http://education.state.nj.us/cccs/?_cpi;cpi_uid=3.1.5.G.1"](http://education.state.nj.us/cccs/?_cpi;cpi_uid=3.1.5.G.1)
 [Identify author's purpose, views, and beliefs.](#)
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).
3. Use cause and effect and sequence of events to gain meaning.
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.
5. Recognize persuasive and propaganda techniques used to influence readers.
6. Recognize historical and cultural biases and different points of view.
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.
8. Distinguish between major and minor details.
9. Make inferences using textual information and provide supporting evidence.
10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).
11. Identify and analyze text types, formats, and elements in nonfiction.
12. Recognize literary elements in stories, including setting, characters, plot, and mood.

13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).
14. Identify and respond to the elements of sound and structure in poetry.
15. Identify the structures in drama.
16. Read regularly in materials appropriate for their independent reading level.
17. Interpret idiomatic expressions.

H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.
2. Develop and revise questions for investigations prior to, during, and after reading.
3. Use multiple sources to locate information relevant to research questions.
4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.
5. Draw conclusions from information gathered from multiple sources.
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.
7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.
3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
4. Develop an awareness of form, structure, and author's voice in various genres.
5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.
6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing
7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.

8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
9. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.
10. Review and edit work for spelling, usage, clarity, organization, and fluency.
11. Use a variety of reference materials to revise work.
12. Use computer writing applications during the writing process.
13. Understand and apply the elements of a scoring rubric to improve and evaluate writing.
14. Reflect on own writing, noting strengths and setting goals for improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Expand knowledge of characteristics and structures of selected genres.
2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue- based)
3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).
4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.
6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.
8. Prepare a works consulted page for reports or research papers.
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
2. Use increasingly complex sentence structure and syntax to express ideas.
3. Use knowledge of English grammar and usage to express ideas effectively.
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.
5. Use quotation marks and related punctuation correctly in passages of dialogue.
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.

7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
10. Write legibly in manuscript or cursive to meet district standards

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).
2. Gather, select, and organize information appropriate to a topic, task, and audience.
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.
5. Use transitions between and within paragraphs.
6. Organize paragraphs using topic sentences.
7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.
8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).
9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.
10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.
11. Demonstrate the ability to write friendly/business letters in correct format and coherent style.
12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.
13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.
14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).
15. Demonstrate the development of a personal style and voice in writing.
16. Review scoring criteria of relevant rubrics.
17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

A. Discussion (small group and whole class)

1. Use details, examples, and reasons to support central ideas or clarify a point of view.
2. Stay focused on a topic and ask relevant questions.
3. Accept others' opinions and respond appropriately.
4. Respond orally to literature.
5. Participate in class discussions appropriately.

B. Questioning (Inquiry) and Contributing

1. Respond orally by adding questions and comments while integrating knowledge.
2. Use interview techniques to develop inquiry skills.
3. Explore concepts by describing, narrating, or explaining how and why things happen.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
5. Reflect and evaluate information learned as a result of the inquiry.
6. Solve a problem or understand a task through group cooperation.

C. Word Choice

1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.
2. Use varied word choice to clarify, illustrate, and elaborate.
3. Use figurative language purposefully in speaking situations.
4. Select and use suitable vocabulary to fit a range of audiences.

D. Oral Presentation

1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.
3. Use clear, precise, organized language that reflects the conventions of spoken English.
4. Use visuals such as charts or graphs when presenting for clarification.
5. Use props effectively while speaking.
6. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.
7. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.

8. Read aloud with fluency.
9. Understand and use criteria from a rubric to improve an oral presentation.
10. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize and analyze persuasive techniques while listening.
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
6. Listen to determine a speaker's purpose, attitude, and perspective.
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.

B. Listening Comprehension

1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.
4. Make inferences based on an oral report or presentation.
5. Follow three-and four-step oral directions.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 5**, students will:

A. Constructing Meaning

1. Respond to and evaluate the use of illustrations to support text.
2. Use graphs, charts, and diagrams to report data.
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).
4. Identify the central theme in a movie, film, or illustration.
5. Identify the target audience for a particular program, story, or advertisement.
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.
7. Understand uses of persuasive text related to advertising in society.
8. Distinguish different points of view in media texts.

B. Visual and Verbal Messages

1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.
2. Evaluate media messages for credibility.
3. Explore and interpret various messages found in advertisements and other texts.
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.
6. Compare and contrast media sources, such as film and book versions of a story.
7. Understand the uses of technology (e.g., the Internet for research).

C. Living with Media

1. Express and justify preferences for media choices.
2. Choose the most appropriate media for a presentation.
3. Use a rubric to evaluate the content of media presentations.
4. Examine and evaluate effects of media on the family, home, and school.

INSTRUCTIONAL STRATEGIES

Critical Reading

Questioning Strategies

Open ended Responses

Sustained silent reading

Story elements

Vocabulary building

Visual and Audio prompts

Literature circles

Technology aided strategies

Inter-disciplinary units

Brainstorming
Smart Board/ActivBoard
Internet
Note taking
Collaborative Learning Activities
Modeling
Product assessment
Metacognitive Assessment

Evaluation/Assessment of Students

Discussion
Portfolio
Reports
Projects
Observation
Authentic assessment
Short answer
Rubrics
Formal tests, quizzes and writing
Conferences

Technology

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. HYPERLINK "http://education.state.nj.us/cccs/?_cpi;cpi_uid=8.1.8.A.3"
 [Demonstrate effective input of text and data, using touch keyboarding with proper technique.](http://education.state.nj.us/cccs/?_cpi;cpi_uid=8.1.8.A.3)
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.

5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. HYPERLINK "http://education.state.nj.us/cccs/?_cpi;cpi_uid=8.1.8.B.1"
 [Demonstrate an understanding of how changes in technology impact the workplace and society.](http://education.state.nj.us/cccs/?_cpi;cpi_uid=8.1.8.B.1)
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice "etiquette" when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - o On-line resources and databases
 - o Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

Strategies:

- 1. Students will use computers to complete various assignments throughout the 5th grade school year.**
- 2. Students will identify parts of a computer.**
- 3. Students will complete research projects throughout the year using the Internet.**
- 4. Students will complete non-fiction writing assignments throughout the year using Word programs.**
- 5. Students will complete fictional writing pieces throughout the year using Word programs.**
- 6. Students will use PowerPoint to create presentations across the Curriculum.**
- 7. Students will begin to understand how computers impact us.**
- 8. Students will use computers as a way to communicate using language and technology together.**

Evaluation/Assessment of Students

- 1. Discussion**
- 2. Portfolio**
- 3. Reports**
- 4. Projects**
- 5. Observation**
- 6. Authentic assessment**
- 7. Short answer**
- 8. Rubrics**
- 9. Formal tests, quizzes and writing**
- 10. Conferences**

Evaluation/Assessment of Curriculum

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this

course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached)

Resources/Bibliography

Atwell, N. (1998) *In the middle*. New Hampshire: Boyton/Cook Publishers, Inc.

Atwell, N. (227) *The reading zone*. New York: Scholastic, Inc. New Jersey

Department of Education. Academic and professional standards. Retrieved from <http://www.state.nj.us/education>

New Jersey Education Association. (2007) *Web resources*. Retrieved from <http://www.njea.org>

Teacher made materials and projects

Reading Quest. (2007). *Strategies in reading*. Retrieved from

□ [HYPERLINK "http://www.readingquest.org/strat"](http://www.readingquest.org/strat)

□ <http://www.readingquest.org/strat> □

New Jersey Department of Education. □ [HYPERLINK](#)

"<http://www.state.nj.us/education/cccs/>"

□ <http://www.state.nj.us/education/cccs/> □

Promethean Planet. □ [HYPERLINK](#)

"<http://www.prometheanplanet.com/>"

□ <http://www.prometheanplanet.com/> □

United Streaming. □ [HYPERLINK](#)

"<http://streaming.discoveryeducation.com/>"

□ <http://streaming.discoveryeducation.com/> □

Macmillan McGraw-Hill. □ [HYPERLINK "http://www.mhschool.com"](#)

□ www.mhschool.com □

Appendix

The following is a list of suggested novels that may be read in fifth grade to promote the delivery of the standards addressed in this curriculum. This list provides suggestions and is not limited to the titles listed.

The Westing Game- Ellen Raskin

Number The Stars- Lois Lowry
The Sign of The Beaver-
Hatchet-
Because of Winn Dixie- Kate DiCamilloB.F.G.
Brian's Winter
Bridge to Terabithia
Charlie and the Chocolate Factory
Dear Mr. Henshaw
Fantastic Mr. Fox
From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Holes
In the Year of the Boar and Jackie Robinson
James and the Giant Peach
Mrs. Frisby and the Rats of NIMH
My Side of the Mountain
Night of the Twisters
Number the Stars
Old Yeller
Pedro's Journal
Shiloh
Twits
Whipping Boy

Useful Websites:

<http://www.macomb.k12.mi.us/cc/LanguageArts/5thGrade/5novels.html>