

Fifth Grade Language Arts Curriculum

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
5-6 weeks	*What qualities do you have that can help you to overcome challenges? * Were you ever surprised at an ability you didn't think you had?	3.1.C.2 3.1.D.1, 3 3.1.E.4 3.1.F.1,2,4,5 3.1.G.4,10, 13 3.2.A, B, D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> • Use story structure to analyze conflict and resolution. • Analyze text to understand character motives • Read to compare and contrast genres of literature. • Follow patterns to spell correctly. • Read with fluency • Use pictures and context clues to develop vocabulary • Read fiction and nonfiction to develop comprehension • Read to compare and contrast. • Use reference material. • To develop self questioning skills • To use graphic organizers to develop reading and writing skills. • To write as a product. • To write for a purpose. • To understand writing as a process. • To listen actively to develop comprehension. • To recognize author's purpose. • Recognize and use figurative language. 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz / Teen Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Guided Research • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction 	<ul style="list-style-type: none"> • Choral reading • Partner reading • Daily oral language • Portfolio writing • Discussion • Literature circles • Cooperative learning activities • Word wall/folders • Structured writing prompts • Retell story • Respond to picture/art • Learning centers • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Active listening • Homework • Note taking • Research • Oral reports/sharing • Listen attentively • Practice books • Writers Workshop • Short / Long Literature Responses • Writer's Checklist

Suggested Timeline	Essential Question	NJCCC Standards	Instructional Objective	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	<p>*What qualities do you share with a friend?</p> <p>*Have you ever “judged a book by its cover”.... When have you changed your opinion of someone?</p>	<p>3.1.B.1</p> <p>3.1.C.1 D.1, 3</p> <p>3.1.E.3</p> <p>3.1.F.1, 2, 5</p> <p>3.1.G.1, 13</p> <p>3.2. A –D</p> <p>3.3 A-D</p> <p>3.4 A-B</p> <p>3.5 A-B</p>	<ul style="list-style-type: none"> Analyze text to understand theme. Use graphic organizer to understand sequence. To self question to understand text. Read aloud with fluency. Use pictures and context clues to develop vocabulary Follow patterns to spell correctly. Reading for a purpose To analyze text. Read fiction and nonfiction to develop comprehension To use graphic organizers to develop reading and writing skills. To write as a product. To write for a purpose. To understand writing as a process. To listen actively to develop comprehension. To use Standard English Conventions to write. Recognize and use figurative language Recognize parts of speech. Think critically by noting details and drawing conclusions. Read a variety of genres to make connections. 	<ul style="list-style-type: none"> Discussion Accelerated Reading Program Written and oral tests Kid Biz Narrative writing Student projects Journal/essays Teacher observations Homework Self-assessments Presentations Rubrics Book reports 	<ul style="list-style-type: none"> Differentiated instruction Guided Research Writers workshop Flexible grouping Overhead Graphic organizers Teacher modeling Guided reading Guided writing Conferencing Technology Read aloud Direct Instruction 	<ul style="list-style-type: none"> Choral reading Partner reading Daily oral language Portfolio writing Discussion Literature circles Cooperative learning activities Word wall/folders Structured writing prompts Retell story Respond to picture/art Learning centers Graphic organizers Use reading strategies to support comprehension Critical viewing/listening Active listening Homework Note taking Research Oral reports/sharing Listen attentively Practice books Writers Workshop Short / Long Literature Responses Writer’s Checklist

Time Line	Essential Questions	NJCCS Standards	Instructional Objective	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	<p>*What is your idea of a great vacation?</p> <p>*Where is the happiest place you have ever been?</p>	<p>3.1.C.1,2</p> <p>3.1.D.3</p> <p>3.1.E.4</p> <p>3.1.F.3,5</p> <p>3.1.G.7, 8, 10,12, 13</p> <p>3.2. A –D</p> <p>3.3 A-D</p> <p>3.4 A-B</p> <p>3.5 A-B</p>	<ul style="list-style-type: none"> • Read aloud with fluency. • Read to understand theme? • Reading for a purpose • To analyze text. • To use graphic organizers to develop reading and writing skills. • To write as a product. • To write for a purpose. • To understand writing as a process. • To listen actively to develop comprehension. • To use Standard English Conventions to write. • Sequence events to summarize fiction and nonfiction text. • To draw conclusions and make inferences. • Read to compare and contrast • Recognize and use figurative language. • Use Venn Diagrams to compare and contrast. • Use graphic organizers to understand cause/effect. • Write a variety of genres. 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Guided Research • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction 	<ul style="list-style-type: none"> • Choral reading • Partner reading • Daily oral language • Portfolio writing • Discussion • Literature circles • Cooperative learning activities • Word wall/folders • Structured writing prompts • Summarize text • Respond to picture/art • Learning centers • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Active listening • Homework • Note taking • Research • Oral reports/sharing • Listen attentively • Practice books • Writers Workshop • Short / Long Literature Responses • Writer’s Checklist

Timeline	Essential Question	NJCCS Standards	Instructional Objectives	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	<p>*What is a project you are proud of that you could not have done without help?</p> <p>*How would it have turned out if you did not get help?</p>	3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.7,10 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> • To draw conclusions and make inferences • Reread for comprehension and fluency. • Reading for a purpose • To analyze text. • To use graphic organizers to develop reading and writing skills. • To write as a product. • To write for a purpose. • To understand writing as a process. • To listen actively to develop comprehension. • To use Standard English Conventions to write. • Recognize words in text that cause comprehension difficulties. • To use reference materials. • Read to compare and contrast • Sequence events to summarize fiction and nonfiction text. • Recognize author’s purpose. • Recognize figurative language. • Read and write a variety of genres. • Distinguish cause/effect, fact/opinion, main idea/ supporting idea while analyzing text. 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Guided Research • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction 	<ul style="list-style-type: none"> • Choral reading • Partner reading • Daily oral language • Portfolio writing • Discussion • Literature circles • Cooperative learning activities • Word wall/folders • Structured writing prompts • Summarize text • Respond to picture/art • Learning centers • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Active listening • Homework • Note taking • Research • Oral presentations/sharing • Listen attentively • Practice books • Writers Workshop • Short / Long Literature Responses • Writer’s Checklist

Suggested Time Line	Essential Question	NJCCS Standard	Instructional Objectives	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	<p>*What could you do to make a difference?</p> <p>*What are some ways your community can become a safer place for people and animals?</p>	<p>3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.2,710, 13 3.1.H.1 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B</p>	<ul style="list-style-type: none"> • Make judgments based on facts. • Reading for a purpose • To analyze text. • To use graphic organizers to develop reading and writing skills. • To write as a product. • To write for a purpose. • To understand writing as a process. • To listen actively to develop comprehension. • To use Standard English Conventions to write. • Recognize author’s purpose. • Use Library/ media center for research. • Distinguish cause/effect, fact/opinion, main idea/ supporting idea while analyzing text. • Read and use graphic organizer to compare and contrast. • Recognize and use figurative language. • Read and write a variety of genres • Recognizing and using imagery. • Analyze text to understand theme. • Sequence events to summarize fiction and nonfiction text. 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Guided Research • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction 	<ul style="list-style-type: none"> • Choral reading • Partner reading • Daily oral language • Portfolio writing • Discussion • Literature circles • Cooperative learning activities • Word wall/folders • Structured writing prompts • Summarize text • Respond to picture/art • Learning centers • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Active listening • Homework • Note taking • Research • Oral reports/sharing • Listen attentively • Practice books • Writers Workshop • Field Trips • Using Media Center/ Internet

Suggested Time Line	Essential Question	NJCCS Standard	Instructional Objective	Assessment	Instructional Domain	Instructional Activities
5-6 weeks	*How can having the quality of perseverance help you overcome a difficult situation?	3.1.B.1 3.1.C.1 3.1.D.1, 3 3.1.F.2,4,5 3.1.G.2,710, 13 3.1.H.1 3.2. A –D 3.3 A-D 3.4 A-B 3.5 A-B	<ul style="list-style-type: none"> • Make judgments based on facts. • Reading for a purpose • To analyze text. • To use graphic organizers to develop reading and writing skills. • To write as a product. • To write for a purpose. • To understand writing as a process. • Use paraphrasing to retell. • To use Standard English Conventions to write. • Recognize author’s purpose. • Use Library/ media center for research. • Distinguish cause/effect, fact/opinion, main idea/ supporting idea while analyzing text. • Read and use graphic organizer to compare and contrast. • Recognize and use figurative language. • Read and write a variety of genres • Recognizing and using imagery. • Analyze text to understand theme. • Sequence events to summarize fiction and nonfiction text. • Use text to support responses. 	<ul style="list-style-type: none"> • Discussion • Accelerated Reading Program • Written and oral tests • Kid Biz • Narrative writing • Student projects • Journal/essays • Teacher observations • Homework • Self-assessments • Presentations • Rubrics • Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Guided Research • Writers workshop • Flexible grouping • Overhead • Graphic organizers • Teacher modeling • Guided reading • Guided writing • Conferencing • Technology • Read aloud • Direct Instruction 	<ul style="list-style-type: none"> • Choral reading • Partner reading • Daily oral language • Portfolio writing • Discussion • Literature circles • Cooperative learning activities • Word wall/folders • Structured writing prompts • Summarize text • Respond to picture/art • Learning centers • Graphic organizers • Use reading strategies to support comprehension • Critical viewing/listening • Active listening • Homework • Note taking • Research • Oral reports/sharing • Listen attentively • Practice books • Writers Workshop • Field Trips • Using Media Center/ Internet

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