

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LISTENING FOR VARIETY OF PURPOSES	<p>The students will be able to:</p> <ul style="list-style-type: none"> listen to identify a purpose, main idea, to make predictions, listen for details and follow directions. They will be able to give appropriate feedback to a variety of speakers. 	<ul style="list-style-type: none"> Have the students listen to paragraphs and give purpose (inform, persuade, or entertain). They will listen to guest speakers, oral book reports, and oral reports. Listen to oral selection and tell the topic and main idea of each. Read short story and ask comprehension questions. 	<ul style="list-style-type: none"> Sample Paragraphs 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.1,2
CRITICALLY & RESPONSIVELY	<ul style="list-style-type: none"> listen critically and responsively. 	<ul style="list-style-type: none"> Have the students share their journal writings and discuss the parts of the book they enjoyed the most. Which illustrations did they find most interesting? Each student will share their response. 	<ul style="list-style-type: none"> Journals Pencils Reading Book 	<ul style="list-style-type: none"> Teacher Observation Student Responses Self Evaluation 	3.4 B.4
RESPONSE TO STORIES	<ul style="list-style-type: none"> listen responsively to stories and other texts read aloud, including selections from classic and contemporary works. 	<ul style="list-style-type: none"> Each student will bring in a book. The students will take turns reading a selection of their book. The students will respond by asking questions. 	<ul style="list-style-type: none"> Book from Library 	<ul style="list-style-type: none"> Teacher Observation Student Responses Self Evaluation 	3.4 B.1
ORAL PRESENTATION	<ul style="list-style-type: none"> give an oral presentation 	<ul style="list-style-type: none"> Have the students give an oral report. Tape their talks. 	<ul style="list-style-type: none"> Index Cards Tape Recorder 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.3-5

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
GIVING ORAL INSTRUCTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify characteristics of good instructions. • follow the speaking guides to give good instructions. 	<ul style="list-style-type: none"> • The students will give instructions on how to cover a book. 	<ul style="list-style-type: none"> • Book • Brown Paper Bag 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation 	3.4 B.4,5
ORALLY EVALUATE WRITING	<ul style="list-style-type: none"> • follow the discussion guides to discuss a piece of writing. 	<ul style="list-style-type: none"> • The students will discuss a piece of writing. 	<ul style="list-style-type: none"> • Sample of Writing 	<ul style="list-style-type: none"> • Teacher observation • Self Evaluation 	3.4 B.4,5
TELLING A STORY	<ul style="list-style-type: none"> • tell a story. 	<ul style="list-style-type: none"> • The students will tell a story in their own words. Students will be writing their own questions from each story. As students listen to the story, they will be listing important details from the story. 	<ul style="list-style-type: none"> • Oral Presentations • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Student Responses 	3.4 A.1,5
CONSTRUCTIVE CRITICISM	<ul style="list-style-type: none"> • receive and use constructive feedback to improve listening skills. 	<ul style="list-style-type: none"> • In small groups, the students will discuss and critique oral presentations. • The students will list the steps to be a "<u>Good Listener</u>", and they will share with the class. 	<ul style="list-style-type: none"> • Oral Presentation 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Student Responses 	3.4 B.1,2

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LISTENING & READING	<p>The students will be able to:</p> <ul style="list-style-type: none"> classify details, understand figurative language, identify rhyming words and speculate on their contribution to the enjoyment of poetry. Also recognize main idea of a story, and note character traits. 	<ul style="list-style-type: none"> The students will listen to a poem and answer comprehension questions. They will listen to a novel excerpt and answer comprehension questions. The students will make a collage, listen to a selection and answer comprehension questions. Have students make a mobile. 	<ul style="list-style-type: none"> Poem Novel excerpt Magazines Newspaper 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.1,2
<u>SPEAKING</u> USING THE TELEPHONE	<ul style="list-style-type: none"> use the telephone and practice taking telephone messages. 	<ul style="list-style-type: none"> The students will practice using the telephone, learning the proper way to speak and take a message. 	<ul style="list-style-type: none"> Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 A.1
TELLING A STORY	<ul style="list-style-type: none"> write a story and read the story to the class. 	<ul style="list-style-type: none"> The students will tell a story in their own words. They will take turns reading their stories in front of the class. 	<ul style="list-style-type: none"> Oral Presentation 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.1
GIVE A DESCRIPTION	<ul style="list-style-type: none"> evaluate and give descriptions. 	<ul style="list-style-type: none"> The students will describe a topic while someone else draws what is being described. 	<ul style="list-style-type: none"> Pencil Paper 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
INTERVIEW	<p>The students will be able to:</p> <ul style="list-style-type: none"> conduct an informal interview. 	<ul style="list-style-type: none"> The students will interview a school employee for an article in the school newspaper. 	<ul style="list-style-type: none"> Interview Questions 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 B.3,5
CONSTRUCTIVE CRITICISM	<ul style="list-style-type: none"> receive and use constructive feedback to improve speaking ability. 	<ul style="list-style-type: none"> In small groups, have the students discuss and critique oral presentation. The students will discuss the speaking process. 	<ul style="list-style-type: none"> Oral Presentation 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 A.2
PURPOSE FOR SPEAKING	<ul style="list-style-type: none"> determine purposes for speaking (inform, entertain, give directions, persuade, express personal feelings and opinions). 	<ul style="list-style-type: none"> Organize the students into groups. Discuss with the students the steps necessary in making a birthday cake. Tell students that aliens have landed on Earth with the purpose of learning how to make a birthday cake. Have the groups use the information about cake baking to create a presentation for the aliens. Encourage the students to use demonstrations and illustrations in presenting their how-to skits. Have the students make a tape of simple directions for completing a project, such as drawing a picture or building a model. Ask the students to listen to the tape and complete the project. Have the students display their completed projects. 	<ul style="list-style-type: none"> Poster Board Chart Paper Markers Tape Recorder Tape Headphones Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Student Responses 	3.4 A.6

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SPEAKING SKILLS	<p>The students will be able to:</p> <ul style="list-style-type: none"> demonstrate speaking skills (audience, purpose, occasion, volume, pitch, tone, rate, fluency). 	<ul style="list-style-type: none"> The students will practice taking turns speaking in front of the class. Each student will follow the speaking process. 		<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 A.6
DISCUSSIONS	<ul style="list-style-type: none"> evaluate a discussion. 	<ul style="list-style-type: none"> The students will choose a topic and practice having a discussion (in small groups). One student will be the speaker, then other students (in the group) will be the listeners. The speaker will ask questions to help evaluate the discussion. 	<ul style="list-style-type: none"> Sample Topics Questions 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.4 A.6
SUMMARIZE IN YOUR OWN WORDS	<ul style="list-style-type: none"> retell a spoken message by summarizing or clarifying. 	<ul style="list-style-type: none"> Ask volunteers to retell the story (pick a story already read). Students may refer to their charts. Then have partners write one or two sentences that summarize the story. Have them focus on how the setting affected the actions of the main characters 	<ul style="list-style-type: none"> Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Student Response 	3.4 A.4,7

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>VIEWING</u></p> <p>ARTISTS' CRAFTS & TECHNIQUES</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • recognize artists' craft and techniques for conveying meaning. 	<ul style="list-style-type: none"> • The students will view p. 18 & 19. Explain that the picture depicts the court of Alexander the Great and was painted by a medieval artist. • Explain to the students that when an artist sits down to paint, he or she faces many problems, one of which is how to show perspective. Have the students note the minute details in this scene. Ask which items appear close up and far away? Point out the open door in the scene. Then ask how the artist solved the problem of perspective. Read the page with the students, encouraging individual interpretations of the painting. Direct students to make inferences about the scene. Explain that the most important person in the scene is the king. • What does a king do? • Why might the people have gathered? • Have the students paint or color a scene showing a king. 	<ul style="list-style-type: none"> • Reading Book • Crayons • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Student Responses 	<p>3.4 A.4,7</p>
<p>INTERPRET ART</p>	<ul style="list-style-type: none"> • interpret information from various formats of art. 	<ul style="list-style-type: none"> • The students will turn to pages 44, & 45. The students will describe the picture. Discuss why the artist chose dark colors. What might be the source of the light in the back ground? Ask the students what sounds they might hear if they were in the scene. Ask students to make and support inferences about the character and setting. Invite the students to write a poem about the scene. Encourage them to use descriptive words. 	<ul style="list-style-type: none"> • Reading Book p. 44 & 45 • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation 	<p>3.4 A.4,6</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ANALYZE CHARACTER SETTING	<p>The students will be able to:</p> <ul style="list-style-type: none"> participate in viewing activities related to reading. 	<ul style="list-style-type: none"> The students will turn to pages 94 & 95, and study the picture. Ask the students to describe the scene. Then challenge them to find as many horizontal and vertical line of the woman shows strength and tension, while the strong horizontal line of the sea expresses the calmness of the setting. Ask the students to support inferences they make about the characters. <ol style="list-style-type: none"> The boy is sitting as high as possible so that he can see far. Why? A sea with no waves and sky with no clouds. What does this suggest? 	<ul style="list-style-type: none"> Reading Book p. 94 & 95 	<ul style="list-style-type: none"> Teacher Observation Student Responses 	3.4 A.7
CAUSE & EFFECT	<ul style="list-style-type: none"> identify cause and effect by viewing a picture. 	<ul style="list-style-type: none"> The students will turn to pages 124 & 125 in Reading book. Ask the students to describe the raging wave. Have the students find a calm part of the artwork. Ask - "What kinds of lines does Hokusai use to portray the mountain? Why does it appear so much smaller than the great wave? What is the effect of the contrasting colors in the print?" Encourage the students to consider cause and effect relationships as they describe the art work. 	<ul style="list-style-type: none"> Reading Book p. 124, & 125 Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Student Responses 	3.5 A.4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MAKE PREDICTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • make predictions. 	<ul style="list-style-type: none"> • The students will turn to pages 138 & 139 in Reading book. Ask the students to describe the scene and tell its story. Invite the students to look for realistic details in the painting. Have them predict what will happen next and what problems the people in the scene may face. Have the students paint or color the next scene, based on the one picture. Have them show what they think will happen next. For example, students could show the enslaved people reaching freedom. 	<ul style="list-style-type: none"> • Reading Book p. 138 & 139 • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses 	3.2 A.1
STEPS IN A PROCESS	<ul style="list-style-type: none"> • identify steps in a process. 	<ul style="list-style-type: none"> • The students will turn to pages 308 & 309 in Reading book. Have students look for and describe as many details as they can in the painting. Have the students plan and execute a drawing. The plan should include numbered steps, students should execute the drawing following the steps. 	<ul style="list-style-type: none"> • Reading Book p. 308 & 309 • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses 	3.2 A.1-7
<u>REPRESENTING</u> ORGANIZE	<ul style="list-style-type: none"> • identify steps in a process. 	<ul style="list-style-type: none"> • Have the students create a sculpture from "found-objects", such as bottle caps. Encourage them to plan the steps they will follow in joining the parts to form the sculpture. 	<ul style="list-style-type: none"> • Reading Book p. 256 & 257 • Paper • Pencil • "Found-Objects" 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses 	3.2 A.1-7

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SEQUENCE OF EVENTS	The students will be able to: • identify sequence of events.	• Have the students create a three-sequence cartoon strip to show what might happen next.	• Paper • Pencil • Crayons	• Teacher Observation • Student Responses	3.2 A.5
AUTHOR'S PURPOSE & POINT OF VIEW	• identify Author's purpose and point of view.	• Have the students become storytellers, telling about something they value or really like.		• Teacher Observation • Student Responses	3.2 A.1
READING: ALPHABETIC PRINCIPLE, SOUNDS/SYMBOLS					
<u>PHONOLOGICAL AWARENESS</u> SYLLABICATION	• divide words into syllables. Students will use a glossary pronunciation to decode a word.	• The students will divide words on paper or at the chalkboard.	• Workbook • Worksheets	• Teacher Observation • Workbooks • Worksheets • Quiz Grades • Test Grades	3.1 C.4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SUFFIXES	<p>The students will be able to:</p> <ul style="list-style-type: none"> use common suffixes as an aid in word decoding. Students will be able to pronounce base words whose pronunciation has been affected by affixes. 	<ul style="list-style-type: none"> Have the students select correct words with suffixes to complete sentences. Students will pronounce new words in context. 	<ul style="list-style-type: none"> Workbooks Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbooks Worksheets Quiz Grades Test Grades 	3.1 C.2 F.1
PREFIXES	<ul style="list-style-type: none"> use common prefixes as an aid in word decoding. Students will be able to pronounce base words whose pronunciation has been affected by affixes. 	<ul style="list-style-type: none"> Have the students select correct words with prefixes to complete sentences. Students will pronounce new words in context. 	<ul style="list-style-type: none"> Workbooks Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbooks Worksheets Quiz Grades Test Grades 	3.1 C.2 F.1
SENTENCE STRUCTURE	<ul style="list-style-type: none"> write complete sentences. Identify subject/predicate. Students will divide the sentence into individual words. 	<ul style="list-style-type: none"> Have the students write 5 sentences. They will identify the subject/predicate of each sentence. Next each student will cut their sentences apart to make individual words. 	<ul style="list-style-type: none"> Pencil Paper Scissors 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 C.3 F.1
RHYMING WORDS	<ul style="list-style-type: none"> identify a set of rhyming words and non-rhyming words in a list. 	<ul style="list-style-type: none"> Have the students write a list of words (in pairs) some that are rhyming words, and some that are non-rhyming words. Have the students identify the rhyming and non-rhyming words. 	<ul style="list-style-type: none"> Pencil Paper 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses 	3.1 C.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>PHONICS AND DECODING</u></p> <p>ALPHABETICAL ORDER</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> alphabetize to the fourth letter. Tell whether a given word appears in the beginning, middle, or end of a dictionary. Identify entry words and guide words, and use guide words to find entry words. 	<ul style="list-style-type: none"> Have the students put words in alphabetical order. Students will complete word scrambles, alphabetize vocabulary words, locate words in a dictionary, and play "Follow the Guide Words". 	<ul style="list-style-type: none"> Dictionary Word Lists Resource Book 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets Quiz Grades Test Grades 	<p>3.1 C.1</p>
<p>SYLLABICATION</p>	<ul style="list-style-type: none"> divide words into syllables. Students will use a glossary pronunciation to decode a word. 	<ul style="list-style-type: none"> The students will divide words on a paper or at the chalkboard. 	<ul style="list-style-type: none"> Workbooks Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets Quiz Grades Test Grades 	<p>3.1 C.4</p>
<p>DECODING WORDS (continued on next page)</p>	<ul style="list-style-type: none"> decode and spell words containing long vowel sound (a, e, i, o, u) suffixes (or, er, ic, ful, ly, ant, ent, ness, and ment), prefixes (un, dis and in) digraphs (sh, ch) silent letters (g, k and w) final sounds (an, a) vowel sounds (u, ie and yu) K sounds (c, k, ck, ch). 	<ul style="list-style-type: none"> The student will use spelling words in sentences. They will identify other words that fit a given spelling pattern. Students will match a list word with its meaning, unscramble list words, use proofreading symbols to correct misspelled list words in a search puzzle, underline elements common to list words, categorize list words as to spellings or sounds and write the list word described in a riddle. 	<ul style="list-style-type: none"> Student Practice Spelling Book 	<ul style="list-style-type: none"> Teacher Observation Weekly Spelling List 	<p>3.1 C.4</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DECODING WORDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Also decode and spell words with inflected word endings (ed, ing) <p>The students will decode and spell words that are compound words, homophones, words ending with O made into plurals, proper nouns, easily confused words, two syllables VCV words, blending CVC, CCVC, CVCC, CVVC words, syllabication VCCV words, syllabication with consonant I, E and related words.</p>				
READING: VOCABULARY/WORD IDENTIFICATION					
<p><u>WORD STRUCTURE</u></p> <p>BASE WORDS</p>	<ul style="list-style-type: none"> • recognize base words. Students will be able to identify and understand base words from the Latin and Greek languages. 	<ul style="list-style-type: none"> • The students will use list words to determine base words. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbooks • Quiz Grades • Test Grades 	<p>3.1 F.1</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SYLLABICATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • divide words into syllables. Students will use a glossary pronunciation to decode a word. 	<ul style="list-style-type: none"> • The students will divide words on paper or the chalkboard. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.1 C.4
SUFFIXES	<ul style="list-style-type: none"> • use common suffixes as an aid in word decoding. Students will be able to pronounce base words whose pronunciation has been affected by affixes. 	<ul style="list-style-type: none"> • Have the students select correct words with suffixes to complete sentences. They will pronounce new words in context. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.1 C.2 F.1
PREFIXES	<ul style="list-style-type: none"> • use common prefixes as an aid in word decoding. Students will be able to pronounce base words whose pronunciation has been affected by affixes. 	<ul style="list-style-type: none"> • Have the students select correct words with prefixes to complete sentences. They will pronounce new words in context. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.1 C.2 F.1
COMPOUND WORDS	<ul style="list-style-type: none"> • recognize, spell and understand compound words. 	<ul style="list-style-type: none"> • The students will match compound words with their meanings. They will use proofreading symbols to correct compound words. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.2 C.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CONTRACTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> understand contractions. The students will be able to form contractions. 	<ul style="list-style-type: none"> The students will use context in reading selection. Replace words in sentences with contractions. 	<ul style="list-style-type: none"> Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades 	3.1 C.2
PLURALS	<ul style="list-style-type: none"> spell plurals. 	<ul style="list-style-type: none"> Have the students make singular words plural. They will use proofreading symbols to correct plural words. 	<ul style="list-style-type: none"> Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades 	3.1 C.2
<u>WORD MEANING</u> HOMONYMS	<ul style="list-style-type: none"> use context to determine the meaning of homonyms. 	<ul style="list-style-type: none"> Have the students draw pictures to illustrate the meaning of homonyms. 	<ul style="list-style-type: none"> Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades *Tested Skill 	3.1 F.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CONTEXT	<p>The students will be able to:</p> <ul style="list-style-type: none"> use context to get word meaning. Students use context to discover unfamiliar meanings for familiar words. Students will use context clues to find the meaning of unfamiliar words and technical words. Students will write sentences using difficult words and giving context clues to their meanings. 	<ul style="list-style-type: none"> Have the students use dictionary to find unfamiliar word meaning. They will write sentences and context clues of meaning to unfamiliar words. 	<ul style="list-style-type: none"> Newspapers Trade books Library books Dictionary Workbook Worksheet 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades *Tested Skill 	3.1 F.3
SYNONYMS & ANTONYMS	<ul style="list-style-type: none"> determine synonyms and antonyms. 	<ul style="list-style-type: none"> Have the students substitute correct words in context. 	<ul style="list-style-type: none"> Matching Game Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades 	3.1 C.2 F.3
MULTIPLE MEANING WORDS	<ul style="list-style-type: none"> identify the meaning of multiple meaning words. correctly pronounce homographs. 	<ul style="list-style-type: none"> The students will match rhyming words with homographs which are used in sentences. 	<ul style="list-style-type: none"> Instructional Transparencies Word Lists Games 	<ul style="list-style-type: none"> Teacher Observation Worksheets Workbook Quiz Grades Test Grades Student Responses 	C.1 C.2

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
METAPHORS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • recognize and understand metaphors. 	<ul style="list-style-type: none"> • The students will explain the meanings of metaphors. They will write metaphors. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.1 G.13
SIMILES	<ul style="list-style-type: none"> • recognize and understand similes. 	<ul style="list-style-type: none"> • The students will underline two items compared in a sentence and write a simile. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades 	3.1 G.13
NOUNS	<ul style="list-style-type: none"> • identify nouns. • distinguish between common and proper nouns. • capitalize proper nouns. • identify singular and plural nouns. • write the plural forms of nouns and irregular nouns correctly. • form singular possessive nouns. 	<ul style="list-style-type: none"> • Have the students write sentences containing nouns. They will name people, place, and things in the classroom. Students will identify proper nouns in newspaper ads. They will write sentences containing common and proper nouns. Students will complete workbook and worksheets. They will write sentences using singular possessive nouns. 	<ul style="list-style-type: none"> • Spelling Practice Book • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Workbook • Quiz Grades • Test Grades • Student Responses 	G.2 B.7

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SEQUENCE	<p>The students will be able to:</p> <ul style="list-style-type: none"> • arrange events in a logical order. 	<ul style="list-style-type: none"> • The students will list items, follow written directions, write paragraphs, write recipes, draw cartoons, make a plot structure map and story frames, using graphic organizers. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades <p>*Tested Skill</p>	<p>3.1 G.3</p>
CAUSE & EFFECT	<ul style="list-style-type: none"> • identify the cause and effect and understand cause and effect relationships. 	<ul style="list-style-type: none"> • The students will label the cause and effect in a sentence pertaining to a selection. They will make a graphic organizer, draw pictures with captions to explain cause and effect relationships, act out cause and effect relationships, design toys that involve a cause and an effect, answer cause and effect questions about a selection, chart cause and effect relationships found in a selection, and create a problem-solution map. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades <p>*Tested Skill</p>	<p>3.1 G.3</p>
COMPARE & CONTRAST	<ul style="list-style-type: none"> • be able to compare and contrast. 	<ul style="list-style-type: none"> • The students will discuss personal experiences. They will write a paragraph comparing and contrasting a story and film. Compare two novels by the same author. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Film • Two Novels by the Same Author 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades <p>*Tested Skill</p>	<p>3.1 G.4</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FACT OR OPINION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • understand fact and opinion. 	<ul style="list-style-type: none"> • The students will list details from a selection and categorize as to fact or opinion. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades *Tested Skill 	3.5 A.3
INFERENCES	<ul style="list-style-type: none"> • draw inferences and identify fact and opinion. 	<ul style="list-style-type: none"> • The students will discuss materials read. They will list details from a selection and categorize as to fact or opinion. 	<ul style="list-style-type: none"> • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades *Tested Skill 	3.3 A.1
PARAPHRASING	<ul style="list-style-type: none"> • paraphrase passages that were read. 	<ul style="list-style-type: none"> • The students will paraphrase parts of a selection. They will take notes utilizing paraphrasing. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades 	3.3 A.1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MAIN IDEA	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify topic and main idea of a selection. 	<ul style="list-style-type: none"> The students will practice SQRRR. They will outline a selection, read orally, make a main idea map and make a story triangle. 	<ul style="list-style-type: none"> Workbook Worksheets Art Supplies Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades *Tested Skill 	3.1 G.7
SUMMARIZE	<ul style="list-style-type: none"> summarize a selection. 	<ul style="list-style-type: none"> Have the students create a problem-solution map. They will summarize the story events and directions to accomplish a task. Students will complete worksheets, create a plot summary and take notes on a selection. 	<ul style="list-style-type: none"> Workbook Worksheets Art Supplies Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades *Tested Skill 	3.1 G.10
SQRRR	<ul style="list-style-type: none"> use SQRRR. (Survey, question, Read, Reread, Respond). 	<ul style="list-style-type: none"> Have the students use SQRRR method when reading an informational article. 	<ul style="list-style-type: none"> Workbook Worksheets Art Supplies Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades 	3.1 E.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>LITERARY RESPONSE</u></p> <p>CHARACTERIZATION</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> draw conclusions about characters in a story. Also use relationships to portray characters. Students will become involved with the story's characters by using details to draw conclusions. 	<ul style="list-style-type: none"> The students will make a triangle. They will draw a character web to show his traits. They will draw a graphic organizer to show the relationships of characters. Students will chart a character's traits and other details. They will create a diagram of the main characters of three stories to compare their abilities. Have the students include a character summary in the writing of a book report. 	<ul style="list-style-type: none"> Workbook Worksheets Art Supplies Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades 	<p>3.1 G.12</p>
<p>PLOT</p>	<ul style="list-style-type: none"> use the setting to draw conclusions about the plot, and also use cause/effect relationships and sequence to understand plot development. Students will summarize the plot of a story. 	<ul style="list-style-type: none"> Have the students complete workbook pages and worksheets. They will use graphic organizers. Students will create a bar graph to rate various selections as to their level of excitement. They will create a graphic summary of a selection's plot. 	<ul style="list-style-type: none"> Workbook Worksheets Art Supplies Graphic Organizers 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades 	<p>3.1 G.12</p>
<p>THEME</p>	<ul style="list-style-type: none"> determine possible themes of a story. 	<ul style="list-style-type: none"> The students will chart story details and own knowledge to arrive at the theme conclusions. The students will diagram the cause/effect of a legend. 	<ul style="list-style-type: none"> Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets Quiz Grades Test Grades 	<p>3.1 G.12</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PERSUASIVE DEVICES	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize and use loaded words. 	<ul style="list-style-type: none"> The students will create a persuasive advertisement for an imaginary product. They will write a script for a TV ad. 	<ul style="list-style-type: none"> Practice Books Trade Books Magazines Video Tapes 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbooks Worksheets Quiz Grades Holistically Scored Writing 	<p>3.1 G.5 3.2 B.2</p>
POINT OF VIEW	<ul style="list-style-type: none"> recognize points of view. 	<ul style="list-style-type: none"> The students will describe events or give information using different points of view. They will describe a portion of a story using the point of view of various characters. 	<ul style="list-style-type: none"> Workbooks Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Worksheets 	<p>3.1 G.4</p>
FORE-SHADOWING	<ul style="list-style-type: none"> recognize and use foreshadowing to predict and learn outcomes. 	<ul style="list-style-type: none"> The students will have small group discussions to identify foreshadowing in a selection read. Have the students write advice to a younger student about recognizing foreshadowing. 	<ul style="list-style-type: none"> Workbooks Worksheets 	<ul style="list-style-type: none"> Teacher Observation 	<p>3.1 G.12</p>
SYMBOLISM	<ul style="list-style-type: none"> recognize the theme of a story by using proper knowledge and symbolism. Students will use symbols to recognize mood and understand the theme of a narrative poem. 	<ul style="list-style-type: none"> Have the students create a chart showing the symbols, its possible meaning, and its effect on the selection. The students will make a pictorial symbol to represent a concept such as friendship or peace. 	<ul style="list-style-type: none"> Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Worksheets 	<p>3.1 G.12</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>MOOD</p> <p><u>CRITICAL THINKING</u></p> <p>EXPERIENCES</p> <p>EXPRESSIONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • recognize and create mood. Students will identify details that create a mood. • identify items from the picture on pages 222/223, that relate to their own experiences. • identify their expression of friendship. 	<ul style="list-style-type: none"> • Have the students select a mood and create an artistic expression of it. They will write a paragraph that creates a given mood. Have them complete workbook pages and worksheets. They will list a selection that contributed to its mood. • Have the students make a list of the items from the picture that they can relate to. Students will then predict the changes that will take place in the future. • The students will create a collage for a friend. They will cut out pictures from magazines that represent things and feelings about their friendship. 	<ul style="list-style-type: none"> • Practice Books • Trade Books • Magazines • Video Tapes • Reading Book p. 222/223 • Magazine • Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades • Holistically Scored Writing *Tested skill • Teacher Observation • Student Oral Responses • Teacher Observation • Students Oral Responses 	<p>3.1 G.12</p> <p>3.1 G.16</p> <p>3.1 G.14</p>

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
OUTLINE	<p>The students will be able to:</p> <ul style="list-style-type: none"> • obtain, organize, and summarize information: outlining. 	<ul style="list-style-type: none"> • The students will make word webs, an outline of an anthology selection, write sub-topics after being supplied with main topics. They will make a biographical outline. They will make an outline of an information article. 	<ul style="list-style-type: none"> • Library books • Index cards 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Class Participation • Oral Student Response 	3.1 H.3
GLOSSARY	<ul style="list-style-type: none"> • use reference sources, such as a glossary, dictionary, encyclopedia, telephone directory. 	<ul style="list-style-type: none"> • Have the students complete workbook pages and worksheets. They will use a dictionary to practice looking up word meaning. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Dictionary 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Class Participation *Tested skill 	3.1 H.3
USING THE LIBRARY	<ul style="list-style-type: none"> • recognize Library/Media center resources, such as computerized references: catalog search – subject, author, title, encyclopedia index. 	<ul style="list-style-type: none"> • The students will tell how to locate fiction, non-fiction, and reference books in a library. They will use the library to practice skills. 	<ul style="list-style-type: none"> • Library books 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Class Participation *Tested skill 	3.1 H.1

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CARD CATALOG	<p>The students will be able to:</p> <ul style="list-style-type: none"> • tell how to use a card catalog to locate books in a library. Students will be able to tell how title, author, and subject cards are arranged. 	<ul style="list-style-type: none"> • Have the students make a classroom card catalog using classroom library books. 	<ul style="list-style-type: none"> • Books • Index cards • File box 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Class Participation • Test Grades • Quiz Grades *Tested Skill 	3.1 H.1
GRAPHIC SKILLS	<ul style="list-style-type: none"> • use graphic skills, including maps, diagrams, charts and graphs. 	<ul style="list-style-type: none"> • The students will construct elements. They will fill in missing information. 	<ul style="list-style-type: none"> • Textbook • Newspaper • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Class Participation *Tested Skill 	3.1 H.6
REPORTS	<ul style="list-style-type: none"> • follow accepted formats for writing research, including documenting sources. 	<ul style="list-style-type: none"> • Have the students write a report. 	<ul style="list-style-type: none"> • Encyclopedia • Newspapers • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets 	3.1 H.8
FOLLOW DIRECTIONS	<ul style="list-style-type: none"> • identify characteristics of good instructions. Students will be able to follow the speaking guides to give good instructions. 	<ul style="list-style-type: none"> • The students will give instructions on how to cover a book. 	<ul style="list-style-type: none"> • Book • Brown paper bag 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation 	3.1 H.8

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
TEST-TAKING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use test-taking strategies. 	<ul style="list-style-type: none"> • The students will read the passage, the questions, and the answer choice themselves. Instruct the students to choose the best answer choice and to be able to discuss why it is the best choice. Test-taking practice: on pages 43, 65, 93, 123, 133, 165, 199, 221, 241, 251, 273, 307, 339, 371, 381, 407, 431, 463, 491, 501, 531, 553, 579, 601. 	<ul style="list-style-type: none"> • McGraw-Hill Reading Book • Paper 	<ul style="list-style-type: none"> • Teacher Observation • Test Grades • Class Participation 	3.2 C.1-10
USING THE CARD CATALOG & DATA BASE SEARCH	<ul style="list-style-type: none"> • tell how to use a card catalog to locate books in a library. Students will be able to tell how title, author, and subject cards are arranged. 	<ul style="list-style-type: none"> • Have the students make a classroom card catalog using classroom library books. 	<ul style="list-style-type: none"> • Books • Index Cards • File Box 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	C.1 H.1
INTERPRET VARIED TEXT (continued on next page)	<ul style="list-style-type: none"> • read and interpret varied texts including environmental print, signs, lists, encyclopedia, dictionary, glossary, newspaper and advertisement. 	<ul style="list-style-type: none"> • Give each student a piece of chart paper. Have the students draw a large tree outline on their paper. Have each student fill out the graphic organizer with information about their family. Ask students to transfer information from graphic organizer onto their tree. Hang the trees around the classroom to create a "Family Forest". • Students will create a story board to illustrate the main points of a story. 	<ul style="list-style-type: none"> • One Large Piece of Chart Paper for Each Student • Markers • Family Tree • Graphic Organizer • Poster Board • Colored Pencils • Pencils 	<ul style="list-style-type: none"> • Teacher Observation • Self-evaluation 	3.1 E.5

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
WRITING A STORY	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write a story from a content area. 	<ul style="list-style-type: none"> • Have the students write stories and book reports using the writing process and share stories. 	<ul style="list-style-type: none"> • Textbook • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets *Tested Skill 	3.2 D.8 D.13
BOOK REPORTS	<ul style="list-style-type: none"> • write a book report. 	<ul style="list-style-type: none"> • The students will write a book report. 	<ul style="list-style-type: none"> • Reference Books 	<ul style="list-style-type: none"> • Teacher Observation • Final Report *Tested Skill 	3.2 D.4
INTERVIEW	<ul style="list-style-type: none"> • conduct an informational interview. 	<ul style="list-style-type: none"> • The students will interview a school employee for an article in the school newspaper. 	<ul style="list-style-type: none"> • Interview Questions 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation *Tested Skill 	3.2 D.2
<p style="text-align: center;"><u>PURPOSES AND AUDIENCES</u></p> <p>CHARACTERIZATION</p>	<ul style="list-style-type: none"> • draw conclusions about characters in a story, use relationships to portray characters and become involved with the story's characters. 	<ul style="list-style-type: none"> • The students will make a triangle. They will draw a character web to show his traits. Students will draw a graphic organizer to show the relationships of characters. Have the students create a diagram of the main characters of three stories to compare their traits. 	<ul style="list-style-type: none"> • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades 	3.2 D.4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
IDENTIFIABLE VOICE IN PERSONAL NARRATIVES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write a personal narrative about themselves. 	<ul style="list-style-type: none"> • The students will write a paragraph, following the writing process, about their self. Each student will take turns reading their own writing. 	<ul style="list-style-type: none"> • Paper • Pencil • Oral Presentation 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Response 	3.2 D.15
PERSUASIVE DEVICES	<ul style="list-style-type: none"> • recognize and use loaded words. 	<ul style="list-style-type: none"> • The students will create persuasive advertisement for an imaginary product. Each student will write a script for a TV ad. 	<ul style="list-style-type: none"> • Practice Books • Trade Books • Magazines 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Workbook • Worksheets • Holistically Scored Writing 	3.2 D.1
PURPOSE & AUDIENCE	<ul style="list-style-type: none"> • identify different purposes for writing and identify different audiences for whom they write organized details into paragraphs that compare and contrast. 	<ul style="list-style-type: none"> • Have the students look at illustrations to identify the purpose and the audience for each piece of writing. They will write a paragraph contrasting two animals. 	<ul style="list-style-type: none"> • Spelling Practice Book • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Test Grades • Quiz Grades • Workbook • Worksheets • Student Oral Responses 	3.2 D.1
<u>PROCESSES</u> PRE-WRITING	<ul style="list-style-type: none"> • list topics for a personal story and select one topic to write about. 	<ul style="list-style-type: none"> • Have the students list topics for a personal story and select one to write about. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 A.3

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FIRST DRAFT	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write a first draft of a personal story. 	<ul style="list-style-type: none"> • The students will write paragraphs, descriptions, class stories, personal stories, and a letter using 5 steps of writing process. 	<ul style="list-style-type: none"> • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 A.5,6
REVISE	<ul style="list-style-type: none"> • revise the first draft of a personal story and discuss the first draft of a personal story with a partner. 	<ul style="list-style-type: none"> • The students will revise student stories. 	<ul style="list-style-type: none"> • Paper • Pencil • First Draft 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 A.8,9
PROOFREAD	<ul style="list-style-type: none"> • proofread a personal story. 	<ul style="list-style-type: none"> • Have the students proofread a personal story. 	<ul style="list-style-type: none"> • Paper • Pencil • First Draft 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 A.10,11, 13,16
PUBLISH	<ul style="list-style-type: none"> • make a final copy of a personal story and share that final copy. • save personal story in portfolio. 	<ul style="list-style-type: none"> • Additional activities are available from Houghton Mifflin Test Teacher's Resource Book and Process Writing Curriculum. 	<ul style="list-style-type: none"> • Paper • Pencil • Portfolio 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 A.17

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NOUNS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify nouns, distinguish between common and proper, capitalize proper nouns, identify singular/plural nouns, write plural form of irregular nouns, form singular possessive nouns. 	<ul style="list-style-type: none"> Have the students write sentences containing nouns. Name people, places, and things in the classroom. Identify proper nouns in the newspaper. Write sentences containing common/proper nouns. Complete workbook and worksheets. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Workbook Worksheets Quiz Grades Test Grades 	3.2 C.1.8
VERBS	<ul style="list-style-type: none"> identify action verbs, write sentences using action verbs. Students will be able to name the main verb in a sentence, and write sentences using main verb and helping verb. Distinguish between present, past, future tense verbs. Students will use <u>HAS</u>, <u>HAVE</u>, <u>HAD</u>, with past tense verbs. They will recognize the different forms of the verb <u>BE</u>. Students will form present tense of verbs ending in <u>S</u>, <u>CH</u>, <u>SH</u>, also present tense of verbs ending in a consonant and y. 	<ul style="list-style-type: none"> The students will pantomime verbs. They will underline the verb in a sentence, read newspaper and pick out verbs. Play tongue-twister game with past tense. Have the students complete workbook and worksheets. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Workbook Worksheets Quiz Grades Test Grades 	3.2 C.1,8

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CONTRACTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> form contractions using verbs and the word NOT and determine which words make up a contraction. Combine pronouns and verbs to write contractions, use an apostrophe in place of the missing letters. 	<ul style="list-style-type: none"> Have the students write a riddle describing a common object telling only what the object can't do or have. They will choose a card containing pronouns and give sentences using the pronoun in a contraction. Have the students complete workbook and worksheets. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Worksheets Student Oral Responses Quiz Grades Test Grades 	3.2 C.4
POSSESSIVE PRONOUNS	<ul style="list-style-type: none"> identify and substitute possessive pronouns for possessive nouns in sentences. 	<ul style="list-style-type: none"> Have the students complete workbook pages and worksheets. They will write an ad using possessive pronouns. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Worksheets Student Oral Responses Quiz Grades Test Grades 	3.2 C.1,8
ADVERBS	<ul style="list-style-type: none"> identify adverbs and recognize whether an adverb tells how, when, or where about the verb. 	<ul style="list-style-type: none"> Have the students write sentences using adverbs. They will play "Adverb Hunt". Have students write sentences using adverbs correctly. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Worksheets Student Oral Responses Quiz Grades Test Grades 	3.2 C.1,8

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ADJECTIVES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • add <u>er</u> and <u>est</u> to adjectives to compare two or more things. They will use <u>more</u> or <u>most</u> with adjectives to compare. Students will identify adjectives that follows the word it describes and form of verb <u>BE</u>. They will use correct adjective form of <u>THIS</u>, <u>THAT</u>, <u>THESE</u>, and <u>THOSE</u>. 	<ul style="list-style-type: none"> • The students will write sentences using the correct comparative and superlative forms of adjectives. They will use the correct form of <u>good</u> and <u>bad</u>, and write sentences using forms of <u>good</u> and <u>bad</u>. Have students play a describing game. Cut out magazine or newspaper ads and underline adjectives and circle nouns. 	<ul style="list-style-type: none"> • Spelling Practice Book • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Worksheets • Student Oral Responses • Quiz Grades • Test Grades 	3.2 C.1,8
SYNONYMS & ANTONYMS	<ul style="list-style-type: none"> • identify synonyms and antonyms of given words. 	<ul style="list-style-type: none"> • Have the students write a paragraph about their favorite sports, musical group, book or TV show, about why they like it. They will write a second paragraph about the one they like least using antonyms. Students will write 5 sentences using synonyms, and 5 sentences using antonyms. 	<ul style="list-style-type: none"> • Spelling Practice Book • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades 	3.2 C.9
PREPOSITIONS	<ul style="list-style-type: none"> • recognize and use prepositional phrases. 	<ul style="list-style-type: none"> • Have the students classify prepositional phrases as adjectives or adverbs. Students will complete worksheets. Have the students underline prepositional phrases in a passage. 	<ul style="list-style-type: none"> • Spelling Practice Book • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Workbook Pages • Worksheets • Quiz Grades • Test Grades 	3.2 C.1,8

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SENTENCE CHARACTERISTICS	<p>The students will be able to:</p> <ul style="list-style-type: none"> distinguish between complete sentences and sentence fragments. 	<ul style="list-style-type: none"> Have the students add words to fragments to make a complete thought. Have students write sentences. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Workbook Pages Worksheets Quiz Grades Test Grades 	3.2 C.1
<u>PENMANSHIP</u> CURSIVE OR MANUSCRIPT	<ul style="list-style-type: none"> write a paragraph in cursive and a paragraph in manuscript and compare the two paragraphs. 	<ul style="list-style-type: none"> Have the students write or re-write a paragraph in cursive. Check the correct letter formations. Then have students write the paragraph in manuscript. 	<ul style="list-style-type: none"> Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Student Responses 	3.2 C.10
<u>MECHANICS</u> CAPITALIZATION	<ul style="list-style-type: none"> begin sentences with capital letters and end them with correct punctuation marks. They will capitalize names of people, pets, titles and initials used with names. Capitalize proper nouns that name places and things. 	<ul style="list-style-type: none"> Have the students write a paragraph about their favorite food using all types of sentences. Students will write a description, including examples of four types of sentences. They will write a news story with sentences using peoples' and pets' names. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Quiz Grades Test Grades Workbook Pages Worksheets 	3.2 C.4

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
QUOTATION MARKS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify direct quotations in sentences and use them correctly. 	<ul style="list-style-type: none"> Have the students copy a story putting quotation marks where necessary. They will write an interview containing direct quotations. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Workbook pgs. Worksheets Quiz Grades Test Grades 	3.2 C.4
COMMAS	<ul style="list-style-type: none"> use commas to separate items in a series correctly. They will use commas after <u>yes</u>, <u>no</u> and <u>well</u>, and to set off names of people being addressed. 	<ul style="list-style-type: none"> The students will write a letter using series commas correctly. They will write five questions about history and write answers beginning with <u>Yes</u> or <u>No</u>. 	<ul style="list-style-type: none"> Spelling Practice Book Newspaper Magazine 	<ul style="list-style-type: none"> Teacher Observation Student Oral Responses Workbook pgs. Worksheets Quiz Grades Test Grades 	3.2 C.4
TITLES	<ul style="list-style-type: none"> write titles of books and newspaper correctly. 	<ul style="list-style-type: none"> Have the students complete worksheets. 	<ul style="list-style-type: none"> Worksheets 	<ul style="list-style-type: none"> Teacher Observation Worksheets Quiz Grades Test Grades 	3.2 C.8
<u>EVALUATION</u> VALUES & GOALS	<ul style="list-style-type: none"> explore how people of diverse groups express similar values and goals. 	<ul style="list-style-type: none"> Have the students of class from various ethnic backgrounds discuss its emphasis on education and have students discuss similarities and differences. 	<ul style="list-style-type: none"> Selections with Multicultural Origin Resource Materials About Different Cultures 	<ul style="list-style-type: none"> Teacher Observation Class Discussions Performance Based Assessment 	3.2 3.2

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 5**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p>OPINIONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • respect, value and appreciate diverse opinions. 	<ul style="list-style-type: none"> • Challenge the students to think of scientific beliefs that are presently being changed and discuss how students' attitudes may differ in other localities. 	<ul style="list-style-type: none"> • Selections with Multicultural Origin • Resource Materials About Different Cultures 	<ul style="list-style-type: none"> • Teacher Observation • Class Discussions • Performance Based Assessment 	<p>3.2 D.10</p>
<p>WORKING TOGETHER</p>	<ul style="list-style-type: none"> • develop strategies for working together with individuals and groups who have different goals and views. 	<ul style="list-style-type: none"> • Have the students make a captioned pictorial book, illustrating positive interaction with people. 	<ul style="list-style-type: none"> • Selections with Multicultural Origin • Resource Material About Different Cultures 	<ul style="list-style-type: none"> • Teacher Observation • Class Discussions • Performance Based Assessment 	<p>3.2 D.10</p>