Public Speaking

Grade 5: Unit 2

Title of Unit: Public Speaking and PowerPoint Presentations
Course Description
(Workshop Model)

Public Speaking is introduced to students in the fifth grade as an important component of their academic work and academic success. In addition, it is also introduced as an important component of their social lives. Students will be introduced to Public Speaking and PowerPoint Presentations by demonstrating command of the conventions of Standard English grammar and usage when writing and or speaking. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Students will demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Students will learn how to adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Students will also learn how to integrate and evaluate information presented in diverse media and formats, including visual, quantitative, and oral. Students will be able to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, as well as, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.

To make learning active, engaging, and responsive to students’ needs, a workshop model is employed. Teachers use the “I Do, We Do, You Do” instructional method. This model proactively supports student learning and develops their voices as public speakers through teacher modeling, guided practice, and independent demonstration of learning or understanding. The fifth grade Public Speaking course and instruction builds on prior learning while supporting student achievement in Speaking and Listening. The Common Core Standards are designed to provide a clear understanding of what students are expected to learn so teachers and parents can take ownership in the education process. The standards are designed to be robust and relevant to the real world while reflecting on the knowledge and skills young learners need for future success in college and career readiness. By providing a rigorous education that supports student achievement, we prepare them for a future where they can successfully compete in the global economy. It is our goal to establish a community of learners that become productive members of society striving to achieve their life-long goals.
Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.
# Pacing Chart – Unit 2

## Topic: Public Speaking and PowerPoint Presentations

### DISTRICT RESOURCES


Students will learn and practice the following in the Public Speaking Curriculum:

- Oral Communication (weekly vocabulary building)
- Elements of Communication
- Grammar Usage
- Articulation
- Pronunciation
- Verbal and Nonverbal Messages
- Channels of Communication
- Volume and Rate
- Body Movement
- Informative Speech Writing
- Persuasive Speech Writing
- Speaking from an Outline
- Speaking from Notecards
- Speaking from a Manuscript
- Impromptu Speaking
- Extemporaneous Speaking
- Audience Analysis

### NJSLS

**Reading Standards:**

**Reading Foundational Skills:**
- RF.5.3A, RF.5.4A,B,C

**Language Standards:**
- L.5.1A,C, L.5.2B,E, L.5.3A,B, L.5.4A,C, L.5.6

**Speaking and Listening Standards:**
- SL.5.1A,B,C,D, SL.5.2, SL.5.3, SL.5.6

**Instruction:** 7 weeks

**Assessment:** 1 week

**Remediation/Enrichment:** 1 week
- Audience Management
- Responding to and Controlling all types of questions
- Guidelines for giving and accepting Constructive Criticism
- Audience member Etiquette
- Managing Anxiety, Fear and Nervousness
- Using Humor
- Time Management
- Eye Contact
- Public Speaking and PowerPoint Presentations (Elements of a good PowerPoint presentation)

The learning objectives of Public Speaking are as follows:

- Students will improve vocabulary
- Students will understand oral communication
- Students will practice grammar usage
- Students will take part in articulation drills
- Students will practice pronunciation
- Students will learn how to read verbal and nonverbal messages in public speaking
- Students will learn how to control their volume and rate while speaking publicly
- Students will understand and control their body movement while speaking publicly
- Students will learn how to write an informative speech
- Students will learn how to write a persuasive speech
- Students will learn strategies how to speak from an outline
- Students will learn strategies how to speak from notecards
- Students will learn strategies how to speak from a manuscript
- Students will learn impromptu speaking strategies
- Students will learn extemporaneous speaking strategies
- Students will learn how to analyze their audience
- Students will learn strategies for controlling different types of questioners during question and answer sessions
- Students will learn how to respond to a variety of questions
- Students will learn the guidelines of giving and accepting constructive criticism
- Students will learn proper audience etiquette
- Students will learn strategies for control and reduction of anxiety, fear and nervousness while speaking publicly
- Students will learn the do’s and don’ts of using humor in speaking publicly
- Students will learn how to manage their time when presenting publicly
- Students will learn strategies on how to make eye contact during presentations
- Students will learn how to create an effective PowerPoint Presentation
# Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to learn</td>
<td>Flash Cards</td>
</tr>
<tr>
<td>Making thinking visible</td>
<td>Interviews</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Role Playing</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern</td>
<td>Coaching</td>
</tr>
<tr>
<td>in learning</td>
<td>Reading partners</td>
</tr>
<tr>
<td>Quick writes</td>
<td>Visuals</td>
</tr>
<tr>
<td>Pair/trio Sharing</td>
<td>Reading Aloud</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>Multiple Response Strategies</td>
</tr>
<tr>
<td>Charting</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Gallery Walks</td>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>Trackers</td>
</tr>
<tr>
<td>Modeling</td>
<td>Reader’s/Writer’s Notebooks</td>
</tr>
<tr>
<td></td>
<td>Conferencing</td>
</tr>
</tbody>
</table>
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
## Computer Skills

### Basic Skills
- Continue typing practice with software
- Save all work often
- Basic troubleshooting restart, logon/off

### Word Processing Skills
- Change font, size, color of text
- Type multiple sentences with space after a period
- Highlight text with mouse
- Center text with center button
- Change font, size, color of text
- Use Undo button or Ctrl +Z keys
- Use spell check

### Internet Skills
- Read search results before clicking link
- Right-click to copy image & paste in document
- Use forward and back buttons
- Use internet independently for research

### Publisher Skills
- Insert Word Art
- Print simple-one page document
- Create a text box and type in it
- Move text box and graphic on page at will
Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **CRP1. Act as a responsible and contributing citizen and employee**
  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP3. Attend to personal health and financial well-being.**
  Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals
think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP9. Model integrity, ethical leadership and effective management.**
  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the
directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**
  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**
  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Provide immediate feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
<td>Audio-taped books</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Color code materials</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td>Graphic organizers</td>
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</tbody>
</table>
## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
# Assessments

## Required District/State Assessments

- Star Early Literacy or STAR Reading  
  (Refer to the district assessment calendar for the appropriate testing window)

- Unit Assessment

- NJDOE Model Curriculum

- Running Records

- PARCC

## Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test
- Projects
- Portfolio
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Anecdotal Notes
- Student Conferencing
<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Unit: 2</th>
<th>Topic: Public Speaking and PowerPoint Presentations</th>
</tr>
</thead>
</table>

**Standards: NJSLS:**

**Reading Foundational Skills:** RF.5.3A, RF.5.4A,B,C  
**Speaking and Listening:** SL.5.1A,B,C,D, SL.5.2, SL.5.3, SL.5.6  
**Language:** 5.1A,C, L.5.2B,E, L.5.3A,B, L.5.4A,C, L.5.6

**DISTRICT RESOURCES**


Students will learn the following in the Public Speaking Curriculum:

- Oral Communication (weekly vocabulary building)
- Elements of Communication
- Grammar Usage
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- Audience Analysis
• Audience Management
• Responding to and Controlling all types of questions
• Guidelines for giving and accepting Constructive Criticism
• Audience member Etiquette
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• Using Humor
• Time Management
• Eye Contact
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**New Jersey Student Learning Standard (NJSLS) RF.5.3A**

**NJSLS: RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.5.3.A.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Identify specific strategies for decoding words in texts</td>
<td>Can you make all the sounds in that word in order?</td>
<td>Know which letters and sounds are related</td>
</tr>
<tr>
<td>ESL</td>
<td>Apply the specific strategies for decoding and spelling multisyllabic words</td>
<td>Are there any familiar parts in that word that you can use to help you?</td>
<td>Be familiar with syllabication patterns</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>Do you know any other words like that? Which?</td>
<td>Use roots, affixes and base words to read unfamiliar multisyllabic words in context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read that (multisyllabic) word in chunks.</td>
<td>Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context</td>
</tr>
</tbody>
</table>
## New Jersey Student Learning Standard (NJSLS) RF.5.4A,B,C

### NJSLS:
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.A. Read grade-level text with purpose and understanding.
- RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings.
- RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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</thead>
<tbody>
<tr>
<td>• General Education</td>
<td>• Use various strategies to understand text and read with purpose</td>
<td>• What is your reason for reading this selection?</td>
<td>• Set a purpose for reading</td>
</tr>
<tr>
<td>• ESL</td>
<td>• Accurately read grade-level poetry and prose aloud</td>
<td>• Show me that you understand what you are reading.</td>
<td>• Know when understanding has been lost</td>
</tr>
<tr>
<td>• Special Education</td>
<td>• Use an appropriate rate and expression when reading aloud</td>
<td>• What can you do when the story/text doesn’t make sense?</td>
<td>• Use expression when reading</td>
</tr>
<tr>
<td></td>
<td>• Use various strategies to support word recognition and understanding</td>
<td></td>
<td>• Self-monitor for understanding</td>
</tr>
<tr>
<td></td>
<td>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension</td>
<td></td>
<td>• Use strategies for self-correction</td>
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<td></td>
<td></td>
<td></td>
<td>• Read a variety of fiction text</td>
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<td></td>
<td></td>
<td></td>
<td>• Re-read for fluency and comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Skim text for information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scan text to confirm</td>
</tr>
</tbody>
</table>

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20 | Page
New Jersey Student Learning Standard (NJSLS) SL.5.1A,B,C,D

NJSLS:
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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<tr>
<td>General Education</td>
<td>• Use previous knowledge to expand discussions about a topic</td>
<td>• Are you prepared? Have you reviewed the assignment?</td>
<td>• Be prepared when you come to group</td>
</tr>
<tr>
<td>ESL</td>
<td>• Engage in conversations about grade-appropriate topics and texts</td>
<td>• Did you complete your reading assignment?</td>
<td>• Use what you have learned to help others</td>
</tr>
<tr>
<td>Special Education</td>
<td>• Participate in a variety of rich, structured conversations</td>
<td>• What information will you contribute to the discussion?</td>
<td>• Respect the contributions made by others</td>
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<td></td>
<td>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</td>
<td>• In light of what has already been said, what are your thoughts about…?</td>
<td>• Use rules of conversations</td>
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<td>• What else could you add to that comment?</td>
<td>• Everyone should contribute to the discussion</td>
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<td>• Keep focused on the topic being discussed</td>
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<td>• Don’t interrupt</td>
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<td>• Be an attentive listener</td>
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<td>• Help your group stay focused by posing questions that contribute to the discussion</td>
</tr>
<tr>
<td><strong>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</strong></td>
<td><strong>What clarifying questions could you ask of your partner?</strong></td>
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<tr>
<td><strong>Can you show that group where you got your information?</strong></td>
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<td><strong>What conclusions did you arrive at after your conversation with your group?</strong></td>
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<tr>
<td><strong>Offer comments or responses that build on the remarks of others</strong></td>
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<tr>
<td><strong>Listen with the intent to learn and build knowledge</strong></td>
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</table>
# New Jersey Student Learning Standard (NJSLS) SL.5.2

NJSLS: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Identify the key points and supporting details of a text presented orally</td>
<td>• Summarize the information presented.</td>
<td>• Summarize</td>
</tr>
<tr>
<td>ESL</td>
<td>• Summarize a written text read aloud or information presented in multiple formats</td>
<td>• Describe what you have learned from hearing about this topic.</td>
<td>• Interpret information from various formats</td>
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<tr>
<td>Special Education</td>
<td></td>
<td>• What are the key ideas presented in the video clip?</td>
<td>• Offer an explanation</td>
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<td>• Write a summary about what you saw and heard.</td>
<td>• Synthesize information</td>
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<td>• How did the information expand your understanding of________?</td>
<td>• Interpret information presented visually, quantitatively or orally</td>
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<td>• How can you use this information?</td>
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<td>• How does the way the information is presented help you understand it?</td>
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<td>• What are some of the facts or data presented here?</td>
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<td>• Is the information presented relevant?</td>
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<td>• Explain.</td>
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<td>• Is the information presented accurate?</td>
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<td>How</td>
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<td>do you know?</td>
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</tbody>
</table>
# New Jersey Student Learning Standard (NJSLS) SL.5.3

NJSLS: SL.5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reason and evidence, and identify and analyze any logical fallacies.

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<tr>
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<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Identify the claim the speaker is making&lt;br&gt;• Explain how each claim is supported by reason and evidence&lt;br&gt;• Identity and analyze any logical fallacies</td>
<td>• What is it that the speaker is claiming?&lt;br&gt;• What evidence/detail/reasons does the speaker use to support his/her claim?&lt;br&gt;• How does the evidence support the speaker’s claim?&lt;br&gt;• Is what the speaker is saying accurate? How do you know?&lt;br&gt;• Did the speaker reference any fallacies? Which?</td>
<td>• Summarize information presented orally or by media sources&lt;br&gt;• Understand that evidence can be examples, facts, or personal interview&lt;br&gt;• Identify the claims made by the speaker or media source&lt;br&gt;• Identify when the claims are not logical or based on a misconception/fallacy&lt;br&gt;• Analyze whether the evidence and reasons are valid</td>
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<td>ESL</td>
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<tr>
<td>Special Education</td>
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## New Jersey Student Learning Standard (NJSLS) SL.5.6

**NJSLS: SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

<table>
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<tr>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Speak for a variety of purposes&lt;br&gt;• Distinguish between formal and informal discourse&lt;br&gt;• Adapt speech to a variety of contexts and tasks</td>
<td>• What is the reason you are speaking?&lt;br&gt;• Who is in the audience? What do they know about your subject?&lt;br&gt;• Are you delivering a formal presentation?&lt;br&gt;• Are you trying to persuade your audience?&lt;br&gt;• Are you explaining something?&lt;br&gt;• Are there places where you can substitute more precise, engaging language to keep the listeners interested?</td>
<td>• Ability to adapt speech to a variety of contexts&lt;br&gt;• Understand the use of formal English&lt;br&gt;• Know when it would be appropriate to use formal English&lt;br&gt;• Identify your audience</td>
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<td>ESL</td>
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<tr>
<td>Special Education</td>
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</table>
**New Jersey Student Learning Standard (NJSLS) L.5.1A,C**

**NJSLS:** L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.

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<th>Sample Activities/Lesson Starters</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Define conjunctions, prepositions, and interjections&lt;br&gt;• Identify conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Explain the purpose of conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Identify the tense of verbs describe time, sequences, states, and conditions in reading&lt;br&gt;• Convey various times, sequences, states, and conditions using verb tenses in writing</td>
<td>• Explain why you would use a conjunction instead of a preposition or interjection.&lt;br&gt;• What does the use of this form of verb indicate?&lt;br&gt;• What is the meaning of the perfect verb tense?&lt;br&gt;• How does verb tense relate to how you are writing your piece?&lt;br&gt;• Use your editing skills to correct______.&lt;br&gt;• Read your writing out loud. Does it sound right?&lt;br&gt;• How can you enhance this writing with the</td>
<td>• Explain the function of conjunctions, prepositions, and interjections&lt;br&gt;• Use the appropriate verb tenses&lt;br&gt;• Know that verb tenses convey a sense of time and states of being&lt;br&gt;• Monitor the use of verb tenses and correct when necessary&lt;br&gt;• Correctly use either/or, neither/nor, etc.</td>
</tr>
<tr>
<td>ESL</td>
<td>• Define conjunctions, prepositions, and interjections&lt;br&gt;• Identify conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Explain the purpose of conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Identify the tense of verbs describe time, sequences, states, and conditions in reading&lt;br&gt;• Convey various times, sequences, states, and conditions using verb tenses in writing</td>
<td>• Explain why you would use a conjunction instead of a preposition or interjection.&lt;br&gt;• What does the use of this form of verb indicate?&lt;br&gt;• What is the meaning of the perfect verb tense?&lt;br&gt;• How does verb tense relate to how you are writing your piece?&lt;br&gt;• Use your editing skills to correct______.&lt;br&gt;• Read your writing out loud. Does it sound right?&lt;br&gt;• How can you enhance this writing with the</td>
<td>• Explain the function of conjunctions, prepositions, and interjections&lt;br&gt;• Use the appropriate verb tenses&lt;br&gt;• Know that verb tenses convey a sense of time and states of being&lt;br&gt;• Monitor the use of verb tenses and correct when necessary&lt;br&gt;• Correctly use either/or, neither/nor, etc.</td>
</tr>
<tr>
<td>Special Education</td>
<td>• Define conjunctions, prepositions, and interjections&lt;br&gt;• Identify conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Explain the purpose of conjunctions, prepositions, and interjections in sentences&lt;br&gt;• Identify the tense of verbs describe time, sequences, states, and conditions in reading&lt;br&gt;• Convey various times, sequences, states, and conditions using verb tenses in writing</td>
<td>• Explain why you would use a conjunction instead of a preposition or interjection.&lt;br&gt;• What does the use of this form of verb indicate?&lt;br&gt;• What is the meaning of the perfect verb tense?&lt;br&gt;• How does verb tense relate to how you are writing your piece?&lt;br&gt;• Use your editing skills to correct______.&lt;br&gt;• Read your writing out loud. Does it sound right?&lt;br&gt;• How can you enhance this writing with the</td>
<td>• Explain the function of conjunctions, prepositions, and interjections&lt;br&gt;• Use the appropriate verb tenses&lt;br&gt;• Know that verb tenses convey a sense of time and states of being&lt;br&gt;• Monitor the use of verb tenses and correct when necessary&lt;br&gt;• Correctly use either/or, neither/nor, etc.</td>
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<tr>
<td></td>
<td>Use of a conjunction, preposition, or interjection?</td>
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</table>

**New Jersey Student Learning Standard (NJSLS) L.5.2B,E**

NJSLS: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

<table>
<thead>
<tr>
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<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
</tr>
</thead>
</table>
| General Education    | • Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address  
| ESL                  | • Identify introductory words and phrases  
| Special Education    | • Separate an introductory element from the rest of the sentence by using commas  
|                      | • Spell grade-appropriate words correctly  
|                      | • Use references as needed to aid in spelling                                                  | • Does that need a comma?  
|                      |                                                                                               | • Where would you place commas in the following sentence? “I am taking my sleeping bag, Ipod, pillow and snacks on our camping trip.”  
|                      |                                                                                               | • How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? Have you read the Chronicles of Narnia?  
|                      |                                                                                               | • What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use.  
|                      |                                                                                               | • Where might you look if you are confused about how a title is punctuated?  
|                      |                                                                                               | • Know the different uses for the comma including, separating items in a series  
|                      |                                                                                               | • Know which, of several ways, is the correct one for indicating titles of works  
|                      |                                                                                               | • Spell grade level words correctly                                                                 |
**New Jersey Student Learning Standard (NJSLS) L.5.3A,B**

NJSLS: L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.
L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

<table>
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<tr>
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<th>Critical Knowledge and Skills</th>
<th>Essential Questions</th>
<th>Sample Activities/Lesson Starters</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>• Identify sentences in writing that need revision</td>
<td>• When writing or speaking to a group, vary sentences to keep the reader/listener interested.</td>
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<tr>
<td>ESL</td>
<td>• Revise writing by expanding, combining, and reducing sentences</td>
<td>• Use different styles of speech and writing to fit the audience and purpose.</td>
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</tr>
<tr>
<td>Special Education</td>
<td>• Determine similarities and differences in the presentation of English used in stories</td>
<td>• Count the number of words in your sentences. Are they all about the same length, or have you varied them?</td>
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<td>• Why do you think the author used that dialect in his/her writing?</td>
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<td>• How does the dialogue sound when you read it using that dialect?</td>
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<td>• How does that expression sound when said in Standard English? What is the effect?</td>
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<td>• How might you adapt this speech/presentation when you present to an audience that requires the</td>
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<td>• Know how to use different types of sentences in order to make a story more interesting to read</td>
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<td>• Understand how to expand, combine, or reduce sentences for meaning</td>
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<td>• Recognize dialects and registers when reading or listening</td>
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<td>• Know that dialects and registers are often used by authors for effect</td>
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|    | use of the formal register. |
### New Jersey Student Learning Standard (NJSLS) L.5.4A,C

**NJSLS: L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**L.5.4.A.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.5.4.C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

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<th><strong>Student Population</strong></th>
<th><strong>Critical Knowledge and Skills</strong></th>
<th><strong>Essential Questions</strong></th>
<th><strong>Sample Activities/Lesson Starters</strong></th>
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</table>
| • General Education    | • Decipher the meanings of words and phrases by using sentence context  
                         • Identify the purpose and use of glossaries and dictionaries  
                         • Determine the structure of glossaries and dictionaries  
                         • Use both print and digital glossaries and dictionaries to define and clarify words | • What strategies have you used to try to figure out that word?  
                         • Have you looked in an online dictionary or glossary?  
                         • Can you use the sentences around that word to help you discover what that word might mean?  
                         • Are there roots or affixes that you can use?  
                         • Use print/online resources to find the pronunciation.  
                         • What do you know about the prefix/suffix in this word?  
                         • How can you use what you know about the prefix/suffix in this word to help you know what it means? | • Use strategies for solving unknown words including:  
                         • Using the roots and affixes  
                         • Using the context  
                         • Using digital and print reference materials  
                         • Interpret figurative language  
                         • Understand and explain the meaning of common idioms, adages, and proverb  
                         • Be able to use context clues to interpret the meaning of a word  
                         • From several alternatives, choose the appropriate alternate word  
                         • Identify words that are used in multiple ways in different content areas |
## New Jersey Student Learning Standard (NJSLS) L.5.6

NJSLS: L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

<table>
<thead>
<tr>
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<th>Sample Activities/Lesson Starters</th>
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</thead>
</table>
| General Education  | • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics  
• Choose the most accurate word when describing contrast, addition, or other relationships  
• Choose the most accurate word when discussing a particular topic  
• Use knowledge of conjunctions to broaden vocabulary | • What have you been reading lately?  
• Keep a list of words you don’t know that might be important.  
• As you read, be sure to look for those words that signal that an addition or contrast is going to be made.  
• Be on the lookout for words you know that might be used in a different way in a different subject.  
• What is another way to say_______?  
• How can you use a different word/phrase to say the same thing?  
• What does_______ have to do with _______? | • Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)  
• Understand content specific words: (constitution, immigration, legislature, natural resources)  
• Read a wide variety of text, both print and digital media  
• Participate in collaborative discussions  
• Write for a variety of purpose and in different genres |
| ESL                |                             |                     |                                  |
| Special Education  |                             |                     |                                  |
## Additional Resources: Suggested in the NJ Curriculum Framework

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>● North Carolina-5th Gr. ELA Unpacking the Standards</td>
<td>● Brainstorm before Writing</td>
<td>● Notes for Discussions Video</td>
<td>● Current Event Articles</td>
</tr>
<tr>
<td>● PARCC Evidence Tables</td>
<td>● Conferencing Video</td>
<td>● Text Talk Time</td>
<td>● Smithsonian TweenTribune</td>
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<td>● Point of View Video</td>
<td>● Writing Narratives</td>
<td>● Literature Circles</td>
<td>● Newsela</td>
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<td>● Main Idea Practice</td>
<td>● Narrative Lessons</td>
<td>● Speaking and Listening Rubric</td>
<td>● Critical Thinking</td>
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<td>● Inference Practice</td>
<td>● Compare/Contrast Map</td>
<td>● In Character Presentation</td>
<td>● Handbook Critical Thinking</td>
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<tr>
<td>● Read Aloud Strategy</td>
<td>● Essay Map</td>
<td>● Crafting a Persuasive Speech</td>
<td>● Lessons in Literacy</td>
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<tr>
<td>● Circle Plot Diagram Fluency Packet</td>
<td>● Implementing the Writing Process</td>
<td>New Report</td>
<td>● Whole Brain Teaching Video</td>
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<td>● Mini Lessons</td>
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<td>● Critical Thinking Lesson Plans</td>
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<td>● Writing Samples</td>
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<td>● Spelling practice</td>
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<td>● Various ELA Practices</td>
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<td>● Word Relationships</td>
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<td>● Grammar Practice</td>
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<td>● More Grammar Practice</td>
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<td>● Flocabulary</td>
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<td>● Context Clues</td>
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