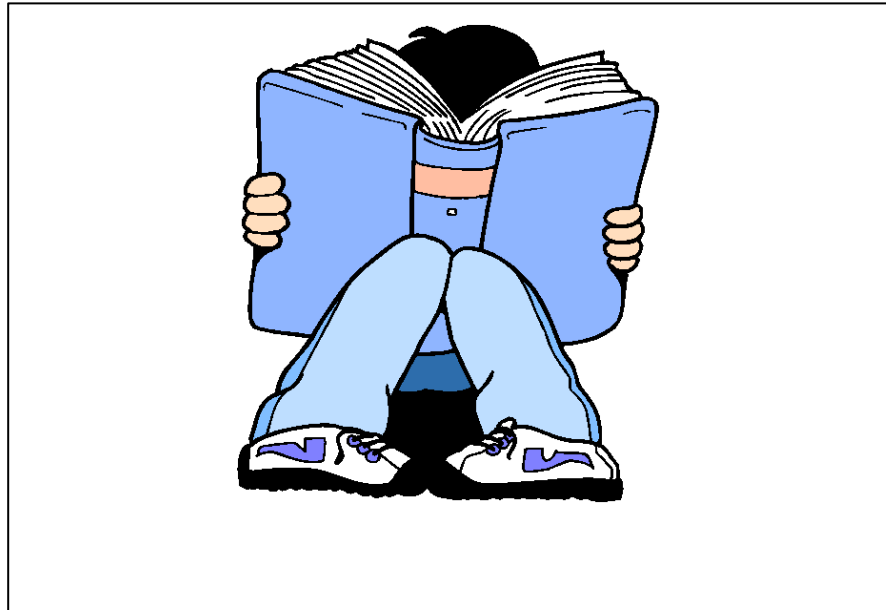# Public Speaking

Grade 5: Unit 4

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 4		
Topic: Public Speaking and PowerPoint Presentations	**NJSLS**	
		Instruction: 7 weeks **Assessment: 1 week** **Remediation/Enrichment:** **1 week**

DISTRICT RESOURCES	Reading Standards:	
Students will learn and practice the following in the Public Speaking Curriculum:		
· **Oral Communication (weekly vocabulary building)**	**Reading Foundational Skills:** RF.5.3A, RF.5.4A,B,C	
· **Elements of Communication**		
· **Grammar Usage**		
· **Articulation**	**Language Standards:**	
· **Pronunciation**	L.5.1A,B,C,D, L.5.2D,E, L.5.4A,B,C, L.5.6	
· **Verbal and Nonverbal Messages**		
· **Channels of Communication**	**Speaking and Listening Standards:**	
· **Volume and Rate**	SL.5.1A,B,C,D, SL.5.5, SL.5.6	
· **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**		
· **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

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

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

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
• Add graphic or image from the file folder location
• Resize image or graphic

 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

 PowerPoint Skills
• Select slide layout
• Insert text and graphics
• Select slide design
• Make a slide presentation-three or more slides

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.

  http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf

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

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

Differentiated Instruction
Accommodate Based on Students Individual Needs: Strategies

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

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	Suggested Formative/Summative Classroom Assessments
· Star Early Literacy or STAR Reading (Refer to the district assessment calendar for the appropriate testing window)	· Short constructed response questions · Multiple Choice questions
· Unit Assessment	· Quizzes · Journals · Essays
· NJDOE Model Curriculum	· Quick writes
· Running Records	· Summative chapter test · Projects
· PARCC	· Portfolio · Exit Slips
	· Graphic Organizers
	· Presentations (incorporating Web 2.0 tools) · Homework
	· Anecdotal Notes
	· Student Conferencing

Grade: 5	Unit: 4	Topic: Public Speaking and PowerPoint Presentations
Standards: NJSLS: **Reading Foundational Skills**: RF.5.3A, RF.5.4A,B,C **Speaking and Listening:** SL.5.1A,B,C,D, SL.5.5, SL.5.6 **Language:** L.5.1A,B,C,D, L.5.2D,E, L.5.4A,B,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**

- **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**

- **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**

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.

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

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 on successive readings.

RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Use various strategies to understand text and read with purpose · Accurately read grade-level poetry and prose aloud · Use an appropriate rate and expression when reading aloud · Use various strategies to support word recognition and understanding · Reread texts when appropriate to support increased accuracy, fluency, and comprehension	· What is your reason for reading this selection? · Show me that you understand what you are reading. · What can you do when the story/text doesn't make sense?	· Set a purpose for reading · Know when understanding has been lost · Use expression when reading · Self-monitor for understanding · Use strategies for self-correction · Read a variety of fiction text · Re-read for fluency and comprehension · Skim text for information · Scan text to confirm

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

· General Education · ESL · Special Education	· Use previous knowledge to expand discussions about a topic · Engage in conversations about grade-appropriate topics and texts · Participate in a variety of rich, structured conversations · Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer · 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	· Are you prepared? Have you reviewed the assignment? · Did you complete your reading assignment? · What information will you contribute to the discussion? · In light of what has already been said, what are your thoughts about…? · What else could you add to that comment? · What clarifying questions could you ask of your partner? · Can you show that group where you got your information? · What conclusions did you arrive at after your	· Be prepared when you come to group · Use what you have learned to help others · Respect the contributions made by others · Use rules of conversations · Everyone should contribute to the discussion · Keep focused on the topic being discussed · Don't interrupt · Be an attentive listener · Help your group stay focused by posing questions that contribute to the discussion · Offer comments or responses that build on the remarks of others · Listen with the intent to learn and build knowledge

	ideas to the speaker's idea, sharing the floor, etc.)	conversation with your group?	

New Jersey Student Learning Standard (NJSLS) SL.5.5

NJSLS: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Identify main ideas and themes of a presentation · Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes	· What else could you use to enhance understanding in your presentation? · How would including that media help the presentation? · What kind of information could you convey by using graphics, sound…? · What digital media could you use to present your data? · What could you do to keep your presentation focused? · How might you use pictures, graphics, visuals to help your presentation?	· Understand how to create visual displays · Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation · Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras

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.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Speak for a variety of purposes · Distinguish between formal and informal discourse · Adapt speech to a variety of contexts and tasks	· What is the reason you are speaking? · Who is in the audience? What do they know about your subject? · Are you delivering a formal presentation? · Are you trying to persuade your audience? · Are you explaining something? · Are there places where you can substitute more precise, engaging language to keep the listeners interested?	· Ability to adapt speech to a variety of contexts · Understand the use of formal English · Know when it would be appropriate to use formal English · Identify your audience

New Jersey Student Learning Standard (NJSLS) L.5.1A,B,C,D

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.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

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

L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*

L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

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

	· Identify and correct inappropriate shifts in verb tense in writing · Define correlative conjunctions and explain the purpose · Use correlative conjunctions appropriately when writing or speaking		

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

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

L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.

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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special Education	· Indicate a title by using the proper punctuation for the text · Explain the different types of punctuation used to indicate title and why · 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.5.4A,B,C

NJSLS: L.4.4. 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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*)

L.4.4.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

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

· General Education · ESL · Special Education	· Decipher the meanings of words and phrases by using sentence context · Determine the meaning of commonly used prefixes and suffixes · Separate a base word from the prefix or suffix · Use the definition of known prefixes and suffixes to define new words · Identify root words in unknown words · Use known root words to aid in defining unknown words · 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*).

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL · Special 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

Additional Resources: Suggested in the NJ Curriculum Framework

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