Audubon Public Schools

Grade 5: English Language Arts

Curriculum Guide
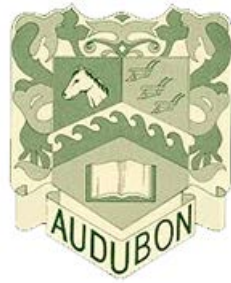
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Table of Contents

Course Description

Grade 5: English Language Arts

In grade five, students will continue to build essential reading, writing, speaking, listening and language skills. In order to ensure that we are promoting college and career readiness, students will be exposed to a variety of materials of varying levels of difficulty. Students are expected to understand and clearly summarize what they have learned from readings and collaborative discussions, citing specific evidence and details from the text. Students will analyze both nonfiction and literary text through close reading, while continuing to build a foundation for proficiency in the English language in terms of grammar and other writing skills. Students will write a variety of pieces that extend across other subject areas of the fifth grade curriculum. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1: Launching Reading with Experienced Readers Through Character Analysis and Narrative Craft Module: Character Analysis	**Focus standards (Objectives)**	RL5.1 RL5.2 RL5.3 RL5.4 RL5.5	RI5.1 RI5.2 RI5.4	W5.3 W5.4 W5.5 W5.6	SL5.2 SL5.6	L5.1 L5.2 L5.5
	Ancillary standards (Review)					
Unit 2: Researching Cultures through Literature and Informational Text Module: Folktales, Poetry, Dramas	**Focus standards (Objectives)**	RL5.4 RL5.5 RL5.6 RL5.7 RL5.9	RI5.6 RI5.9	W5.9	SL5.1 SL5.2	L5.3 L5.5
	Ancillary standards (Review)	RL5.1 RL5.2 RL5.3 RL5.4	RI5.1 RI5.2 RI5.4	W5.4 W5.5 W5.6	SL5.6	L5.1 L5.2

Unit 3: Reading High Interest Informational and Literary Nonfiction while Writing Expository and Opinion Essays Module: Storyworks	**Focus standards (Objectives)**	RL5.1 RL5.2	RI5.1 RI5.2 RI5.5 RI5.7 RI5.8 RI5.9	W5.1 W5.8	SL5.3 SL5.4 SL5.6	L5.1 L5.4 L5.6
	Ancillary standards (Review)	RL5.4 RL5.5 RL5.6 RL5.7 RL5.9	RI5.6	W5.4 W5.5 W5.6	SL5.1 SL5.2	L5.2
Unit 4: Researching to Build Knowledge and Teach Others with Narratives and Short Research Reports Module: Rainforest	**Focus standards (Objectives)**	RL5.6 RL5.7	RI5.2 RI5.3 RI5.6 RI5.7 RI5.8 RI5.9	W5.2 W5.7	SL5.1 SL5.2 SL5.4 SL5.5 SL5.6	L5.3 L5.4 L5.6
	Ancillary standards (Review)	RL5.1 RL5.4 RL5.2 RL5.3 RL5.5	RI5.1 RI5.4	W5.3 W5.4 W5.5 W5.6 W5.9 W5.10		
Unit 5: Exploring Point of View through Informational	**Focus standards (Objectives)**	RL5.3 RL5.5 RL5.6 RL5.7 RL5.9	RI5.3 RI5.5 RI5.6 RI5.8 RI5.9	use data to drive instruction	SL5.1 SL5.2 SL5.3	L5.1 L5.2 L5.4 L5.5 L5.6

and Historical Fiction Module: The Holocaust	**Ancillary standards (Review)**	RL5.1 RL5.2 RL5.4	RI5.1 RI5.2 RI5.4 RI5.7			
Unit 6: Exploring Point of View through Informational and Historical Fiction Module: The Civil War	**Focus standards (Objectives)**	RL5.3 RL5.6 RL5.9	RI5.3 RI5.5 RI5.6 RI5.8 RI5.9	W5.1 W5.3	SL5.3 SL5.1 SL5.4	L5.2 L5.4 L5.5 L5.6
	Ancillary standards (Review)	RL5.1 RL5.2 RL5.4	RI5.1 RI5.2 RI5.4 RI5.7			

Subject: ELA	**Grade: 5**	**Unit: 1**	**09/06/18 - 10/26/18**
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	5.1: ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme	RI.5.2: ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		RL.5.3: ● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts ● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5.4: ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader	
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		RL.5.5: ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	
Focus Standards: Writing		**Critical Knowledge and Skills**	

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    ● W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    ● W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    ● W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
    ● W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    ● W.5.3.E. Provide a conclusion that follows from the narrated experiences or events
	● Compose a story hook to engage the reader
	● Establish the story's background or situation
	● Introduce a narrator and/or characters
	● Purposefully arrange events to make the story flow
	● Use dialogue and description to develop experiences and events
	● Show the responses of characters to situations, when appropriate
	● Use a variety of transitional words and phrases to manage the sequence of events
	● Use concrete words and phrases to relay story details
	● Use sensory details to convey experiences and events precisely
	● Provide a conclusion that follows from the narrated experiences or events

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skill
Focus Standards: Speaking and Listening	**Critical Knowledge and Skills**
SL5.2: 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)	SL5.2: ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	SL5.6: ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Focus Standards: Language	**Critical Knowledge and Skills**
L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　　A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 　　B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses 　　C. Use verb tense to convey various times, sequences, states, and conditions. 　　D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	L5.1 ● 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
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　　A. Use punctuation to separate items in a series. 　　B. Use a comma to separate an introductory element from the rest of the sentence. 　　C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g.,	L5.2: ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling

Grade 5 English Language Arts Curriculum Guide

It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.	
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	L5.5: ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs

Unit Overview

Students will build on the work they have done in prior years. They will analyze characters and interpret themes using a class novel with a complex character. Through close reading, interpretation, and analysis of the fictional text chosen, students begin to understand how the overall structure of a story fits together. Throughout the unit students will closely read a variety of selected articles to support ideas from the novel (poems, informational text, fictional short stories). They will also write multiple narrative essays varying in format.

Formative Assessments	Summative Assessments

● Narrative Checkpoint
● On Demand Writing
   ○ Compare and Contrast Essays
   ○ 6+1 Traits Weekly Writing Tasks
	● Common Assessments - pre/post narratives with POV Narrative
	● Personal Narrative
	● Wordly Wise Vocabulary Assessments

Suggested Primary Resources	**Suggested Supplemental Resources**
● The Tiger Rising ● 6+1 Writing	● RAZ Stories ● Storyworks ● Readworks

Cross-Curricular Connections

● Explorers
● Colonist Letter

Essential Questions: Reading	Enduring Understanding: Reading

Grade 5 English Language Arts Curriculum Guide

RL5.1: How will students use key details and background knowledge to make inferences, based on text evidence, about what authors don't say directly?	- Quote details surrounding the time and place in which the story is set and discuss how the setting affects the text - Describe the literary devices in the text and how they deepen the meaning around the plot and contribute to the text theme (examples are: flashback, repetition, exaggeration, foreshadowing, symbolism and personification) - Use the author's name or expressions like, the author states, or in the author's opinion when quoting from the texts - Cite details about the characters in the text including descriptions of their traits, words and action and use these to make inferences about the characters - When making inferences from the text, cite what the author said that lead to that conclusion - Give a quote as evidence after making a claim about a character, theme, or main idea in the text
RI5.1: How will students draw on specific text details and background knowledge when explaining what a text says? When a student is making inferences from a text, how will they cite from a text accurately to support their ideas?	- Quote details that explicitly refer to a main idea or topic of a paragraph, multiple paragraphs, or multiple texts - Synthesize clues about what is important in the text and quote any details that help them explain their inference - Cite specific examples and details to support inferences - Base conclusions off details cited in the text
RL5.2: How will students determine the themes of stories? What lessons are we learning through characters thoughts and actions? How does analyzing character responses to problems and changes over time help us determine theme? How does the speaker share their thoughts through word choice and small details?	- Infer the big ideas or themes of the text and discuss how they are applicable to people's lives today - Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements - Remember and summarize information over chapters, a series of short stories, or sequels in order to understand larger themes - Find details to describe the conflict or challenges the character faces understanding that issues are real and purposeful - Look for reflection or introspection in poetry or text
RI5.2: How will students determine the main ideas within a text?	Examine recurring details and ideas to determine the texts' main ideas

How will students be able to distinguish between details that support the main ideas and distracting details? How will students use main ideas, supporting evidence, and keywords to summarize a text?	● Refer to details that explain not only the main ideas, but also the author's purpose ● Identify how details, features, and structures support the texts' main ideas ● Summarize the main ideas ● Recognize that often details in a single text explore two main ideas- two perspectives
RL5.3: Students will be able to compare and contrast what characters across one or two texts say, think, feel, do and why. They will also compare and contrast setting and events across one or two texts and draw conclusions about how each of these elements establishes the story's tone and theme.	● Identify details comparing the main and secondary characters in the story ● Compare multiple settings that take place in a story including ones that take the reader from past to present and present to past (jumps in time) ● Describe how the author uses setting to convey a mood ● Compare and contrast the way characters interact with each other including dialogue, body language and actions ● Compare and contrast the causes of events in the text and how these affect the multiple storylines differently
RL5.4: What strategies do students need to know in order to help them define unknown words in context (including words/phrases for figurative language, such as similes and metaphors)?	● Use context clues to help determine the meaning of unknown words or phrases in text ● Recognize and articulate how figurative language helps grow the storyline or idea ● Define words that point to character traits, feeling and mood ● Identify the literal and figurative meanings of specific words and phrases ● Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase
RI5.4: What strategies do students need to know in order to help them define unknown words in context?	● Define words in context ● Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase ● Use context to help determine the meaning of figurative language or domain specific language

	• Use context clues to determine the meaning of dialogue • Recognize when a phrase is being used as an idiomatic expression • Understand and share how specific words may have multiple meaning
RL5.5: How do chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem?	• Students understand that stories, poems and dramas have different organizational elements • Identify and understand the message of the story, poem, or drama across chapters, stanzas, or scenes • Understand that stories have beginnings, conflicts/problems and conclusions • Show the understanding that often poems have stanzas or verses the reader valuable information
Essential Questions: Writing	**Enduring Understanding: Writing**
W5.3: Students craft a text with an established situation, an introduction to a narrator and/or characters, an organized event sequence that unfolds naturally, and a clear, appropriate conclusion. Throughout the text, students use narrative techniques (dialogue, description, and pacing) to develop events or show the responses of characters to situations. Students use a variety of transitional words, phrases, and clauses to manage the sequence of events, as well as, concrete words, phrases, and sensory details to convey experiences and events precisely.	• Use the characters' words to help explain what is happening and what the character is thinking • Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story • Understand the importance of a satisfying conclusion

Subject: ELA	Grade: 5	Unit: 2	10/26/18 - 12/06/18
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		RL5.4:	

Grade 5 English Language Arts Curriculum Guide

		● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader	
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem		RL.5.5: ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the tex	RI.5.6: ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		RL5.7: ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems	
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or	RL5.9: ● Find similarities and differences in themes and topics when reading stories of the same genre	RI5.9: ● Find similarities and differences in themes and topics when reading stories of the same genre

Grade 5 English Language Arts Curriculum Guide

evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	speak about the subject knowledgeably.	● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)	● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

Focus Standards: Writing	Critical Knowledge and Skills

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
    B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
	● Use strategies for reading literary and informational text to investigate topics
	● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
	● Explain how an author uses proof to support a point in informational text
	● Prove each point with evidence from the text
	● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

Focus Standards: Speaking and Listening	Critical Knowledge and Skills
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.	SL5.1: ● 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

Grade 5 English Language Arts Curriculum Guide

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.	● 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 ideas to the speaker's idea, sharing the floor, etc)
SL5.2: 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)	SL5.2 ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
Focus Standards: Language	**Critical Knowledge and Skills**
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.	L5.3: ● Identify sentences in writing that need revision ● Revise writing by expanding, combining, and reducing sentences ● Determine similarities and differences in the presentation of English used in stories
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5.A. Interpret figurative language, including similes and metaphors, in context. L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	L5.5: ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs
Unit Overview	

Students continue to build on their knowledge of literature through the exploration of folktales, dramas, and poems. Students will compare, contrast, and reflect on varying themes, topics and patterns of events found in traditional literature from different cultures. Students will write literary essays based on class readings.

Formative Assessments	Summative Assessments
- Theme - Figurative Language - Drama Presentation	- Literary Analysis of Two Folktales - Wordly Wise Vocabulary Assessments
Suggested Primary Resources	**Suggested Supplemental Resources**
Cross-Curricular Connections	
American Revolution	
Essential Questions: Reading	**Enduring Understanding: Reading**
RL5.4: What strategies do students need to know in order to help them define unknown words in context (including words/phrases for figurative language, such as similes and metaphors)?	- Use context clues to help determine the meaning of unknown words or phrases in text - Recognize and articulate how figurative language helps grow the storyline or idea - Define words that point to character traits, feeling and mood - Identify the literal and figurative meanings of specific words and phrases - Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase
RL5.5: How do chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem?	- Students understand that stories, poems and dramas have different organizational elements - Identify and understand the message of the story, poem, or drama across chapters, stanzas, or scenes - Understand that stories have beginnings, conflicts/problems and conclusions - Show the understanding that often poems have stanzas or verses the reader valuable information
RL5.6: How do different characters see same situations differently? How do stories or parts of stories be different from another perspective?	Identify the person who is telling the story

Grade 5 English Language Arts Curriculum Guide

Why does the author chose to use a specific perspective?	● Know that the way a person tells a story is influenced by their role and the outcomes of the story ● Explain how a narrator's background or experiences influences her descriptions of events ● Understand and discuss the different perspectives represented in the text
RI5.6: When authors are writing about the same topic/event, why is it important to look for key/details, descriptive words, matching/conflicting information, and author's point of view?	● Compare and contrast the information presented in two texts ● Compare and contrast the way two authors have written about an event ● Explain point of view and the narrator's reasons
RL5.7: How do visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)?	● Know that when creating a multimedia presentation some of the elements to considerare are text, animation, photos, video, and sound ● Identify how visual and multimedia elements help increase the understanding of text ● Explain how images, sounds and movements contribute to the tone of the text ● Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text
RL5.9: How do patterns within genres indicate similar topics or themes? How does an author approach a topic or theme in similar and/or different ways?	● Identify an author's approach/perspective/beliefs by analyzing two or more texts on similar themes ● Compare repeated objects/episodes in the story to illustrate themes ● Identify patterns in each story that identify the theme in each story
RI5.9: How do students pull and combine information from multiple sources to gain more information and knowledge about a topic? How will students notice when facts align and when they conflict? How do students keep track of what they learn and compare and contrast the information?	● Make connections between the text and other texts that have been read or heard ● Compare text to find ideas and details which are the different ● Find common details about a topic when reading different texts ● Access and organize information about a topic from several sources ● Use sentence prompts to begin referencing outside sources (as needed)

Grade 5 English Language Arts Curriculum Guide

	● Locate similar information from two different sources around the same topic		

Essential Questions: Writing	Enduring Understanding: Writing
W5.9: Students will gather, analyze and reflect on relevant information, in order to clearly write about a text/topic.	● Analyze information based on the details the author provides ● Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world ● Cite information and explain how it supports the points the author is trying to make ● Research information and draw conclusions about what has been said/written

Subject: ELA	Grade: 5	Unit: 3	12/07/18 - 01/25/19
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	5.1: ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	
RL5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns	RI.5.2: ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in

		● Identify the theme of the text • Determine central message or theme	informational text with key details
RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		RI5.5: ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning	
RI5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		RI5.7: ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems	
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		RI5.8: ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text	
RI5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.		RI5.9: ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	
Focus Standards: Writing		**Critical Knowledge and Skills**	

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 	
    W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
    W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
    W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    W.5.1.D. Provide a conclusion related to the opinion presented
	• Distinguish fact from opinions
	• Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
	• Group supporting details to support the writer's purpose
	• Introduce a topic or text clearly
	• State an opinion to be supported with evidence
	• Write a thesis statement to focus the writing
	• Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose Logically order reasons that are supported by facts and details
	• Quote directly from text when appropriate
	• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
	• Provide a conclusion or section related to the opinion presented

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	• Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories
Focus Standards: Speaking and Listening	**Critical Knowledge and Skills**
SL5.3: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical misconceptions.	SL5.3 • Summarize information presented orally or by media sources • Identify the claims made by the speaker or media source and whether or not the claims and evidence are logical and valid.
SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Sl5.4 • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	SL5.6: ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Focus Standards: Language	**Critical Knowledge and Skills**

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.
	L5.1
	● 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

L5.4: 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.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
	L5.4
	● 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 word

L5.6: 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).	L5.6 ● 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
Unit Overview	

Students will read nonfiction text. They will take their understanding of main idea and details to the next level by comparing across texts and summarizing. They expand their understanding of text structures to speculate about why authors chose those structures. Students will also focus on grounding their ideas in text-based evidence.

Formative Assessments	Summative Assessments

● Informational Checkpoint
● Text Structure Quiz
● On Demand Writing:
   ○ 6+1 Weekly Writing Tasks
   ○ Story Works Essays
	● Common Assessment - pre/post informational with RI.7 prompt
	● Opinion Essay
	● Wordly Wise Vocabulary Assessments

Suggested Primary Resources	**Suggested Supplemental Resources**
● StoryWorks	
Cross-Curricular Connections	
● Mystery Science	
Essential Questions: Reading	**Enduring Understanding: Reading**
RL5.1: How will students use key details and background knowledge to make inferences, based on text evidence, about what authors don't say directly?	● Quote details surrounding the time and place in which the story is set and discuss how the setting affects the text ● Describe the literary devices in the text and how they deepen the meaning around the plot and contribute to the text theme (examples are: flashback, repetition, exaggeration, foreshadowing, symbolism and personification) ● Use the author's name or expressions like, the author states, or in the author's opinion when quoting from the texts ● Cite details about the characters in the text including descriptions of their traits, words and action and use these to make inferences about the characters ● When making inferences from the text, cite what the author said that lead to that conclusion ● Give a quote as evidence after making a claim about a character, theme, or main idea in the text
RI5.1: How will students draw on specific text details and background knowledge when explaining what a text says?	● Quote details that explicitly refer to a main idea or topic of a paragraph, multiple paragraphs, or multiple texts

When a student is making inferences from a text, how will they cite from a text accurately to support their ideas?	● Synthesize clues about what is important in the text and quote any details that help them explain their inference ● Cite specific examples and details to support inferences ● Base conclusions off details cited in the text
RL5.2: How will students determine the themes of stories? What lessons are we learning through characters thoughts and actions? How does analyzing character responses to problems and changes over time help us determine theme? How does the speaker share their thoughts through word choice and small details?	● Infer the big ideas or themes of the text and discuss how they are applicable to people's lives today ● Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements ● Remember and summarize information over chapters, a series of short stories, or sequels in order to understand larger themes ● Find details to describe the conflict or challenges the character faces understanding that issues are real and purposeful ● Look for reflection or introspection in poetry or text
RI5.2: How will students determine the main ideas within a text? How will students be able to distinguish between details that support the main ideas and distracting details? How will students use main ideas, supporting evidence, and keywords to summarize a text?	● Examine recurring details and ideas to determine the texts' main ideas ● Refer to details that explain not only the main ideas, but also the author's purpose ● Identify how details, features, and structures support the texts' main ideas ● Summarize the main ideas ● Recognize that often details in a single text explore two main ideas- two perspectives
RI5.5: How did the author organize the text as a whole, as well as parts of the text, and why did the author made that choice with consideration to goal/purpose of the text?	● Identify the different ways information is presented to gain better understanding of text ● Share how the organizational structure is used to convey information: description, chronology, comparison, cause/effect, problem/solution, etc. ● Discover and name specific words that help identify the structure ● Identify different text features and explain their purpose ● Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts

Grade 5 English Language Arts Curriculum Guide

RI5.7: How do students use multiple sources to help them obtain/learn information to answer research?	- Use multi-media texts, including maps and photos, to add to understanding of texts - Use online sources judiciously to further gather information - Evaluate sources to determine credibility
RI5.8: Why do students need to pay attention to author's points and how they support their points with explanations and evidence? How do students determine both the points and the evidence that supports them?	- Explain the author's perspective on the topic - State the reasons or support an author has given to support a specific topic
RI5.9: How do students pull and combine information from multiple sources to gain more information and knowledge about a topic? How will students notice when facts align and when they conflict? How do students keep track of what they learn and compare and contrast the information?	- Make connections between the text and other texts that have been read or heard - Compare text to find ideas and details which are the different - Find common details about a topic when reading different texts - Access and organize information about a topic from several sources - Use sentence prompts to begin referencing outside sources (as needed) - Locate similar information from two different sources around the same topic
Essential Questions: Writing	**Enduring Understanding: Writing**
W5.1:Considering audience and purpose, students clearly introduce a topic/text, create an appropriate organizational structure, link opinions/reasons and provide a concluding statement.	- Distinguish facts from opinions - Use various organizational structures, such as cause and effect, chronological order, etc. to organize texts - Identify features of expository texts - Group related ideas in an appropriate way - Recognize when ideas are not expressed logically - Use transitional words and phrases to help the reader follow the information - Express an opinion effectively - Write concluding statements
W5.8: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	- Research topics using multiple sources both print and digital - Decide whether information discovered is relevant or important to the work - Cite sources both digital and print sources

		- Know and use several note-taking strategies, such as use of index cards, - notebooks, graphic organizers - Know how to paraphrase the words of the author without copying - Create a bibliography - Summarize information from multiple sources - Interpret data

Subject: ELA	Grade: 5	Unit: 4	01/28/19 - 03/14/19
Focus Standards: Reading		**Critical Knowledge and Skills**	
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	- characters or speakers in texts, looking for patterns - Identify the theme of the text • Determine central message or theme	RI.5.2: - Summarize the key points of a text - Identify details to support the main idea - Identify at least two main ideas in informational texts - Explain how the author supports main ideas in informational text with key details	
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text		RI5.3: - Identify the relationships or interactions between people, places and ideas in text - Explain the relationship to analyze the text	
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	RL.5.6: - Identify the narrator's point of view - Explain how the point of view impacts the events in the text	RI.5.6: - Discuss the similarities and differences unique to the various perspectives presented in text - Give descriptions about how the information is presented for each perspective

Grade 5 English Language Arts Curriculum Guide

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	RL5.7: ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems	RI5.7: ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)		RI.5.8: ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text	
RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.		RI5.9: ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	
Focus Standards: Writing		**Critical Knowledge and Skills**	
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		● Organize ideas using various strategies ● Introduce a topic clearly ● Compose a clear thesis statement ● Provide a general observation and focus ● Group related information logically ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information ● Use transitional words, phrases, and clauses	

Grade 5 English Language Arts Curriculum Guide

W.5.2.C.Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.	● Select specific language and vocabulary to convey ideas and information ● Write a conclusion that is related to the information or explanation
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.	● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information from multiple sources to support a topi ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
Focus Standards: Speaking and Listening	**Critical Knowledge and Skills**

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.
	SL5.1:
	 ● 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 ideas to the speaker's idea, sharing the floor, etc)

SL5.2: 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)	SL5.2 ● Identify the key points and supporting details of a text presented orally

	● Summarize a written text read aloud or information presented in multiple formats
SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL5.4 ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
SL5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL5.5 ● 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
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	SL5.6: ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Focus Standards: Language	**Critical Knowledge and Skills**

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.
	L5.3:
	● Identify sentences in writing that need revision
	● Revise writing by expanding, combining, and reducing sentences
	● Determine similarities and differences in the presentation of English used in stories

L5.4: 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.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
	L5.4
	● 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 word

Grade 5 English Language Arts Curriculum Guide

L5.6: 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).	L5.6 ● 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

Unit Overview

Students read literary and informational texts to learn about the Rainforest. They will conduct research around a specific content area, synthesizing all the learning they have done around nonfiction reading to create an informative, explanatory piece with multiple text features for a target audience. During this unit they will work in expert groups, reading informational and literary text about the Rainforest and the effects of deforestation. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students will also analyze how the narrator's or speaker's point of view influences how events are described.

Formative Assessments	Summative Assessments
● Note Taking ● Main Idea ● Organization ● Paraphrasing	● Research paper ● PSA and leaflet

Suggested Primary Resources	Suggested Supplemental Resources
● Storyworks	

Cross-Curricular Connections

● Ecosystem

Essential Questions: Reading	Enduring Understanding: Reading
RI5.2: How will students determine the main ideas within a text? How will students be able to distinguish between details that support the main ideas and distracting details? How will students use main ideas, supporting evidence, and keywords to summarize a text?	● Examine recurring details and ideas to determine the texts' main ideas ● Refer to details that explain not only the main ideas, but also the author's purpose ● Identify how details, features, and structures support the texts' main ideas ● Summarize the main ideas ● Recognize that often details in a single text explore two main ideas- two perspectives

RI5.3: How and why individuals, events, and ideas develop and interact over the course of a text?	- Identify details that help students understand why things happen and how they connect - Explain the sequence of how things happen - Share details that give information about/insight about the author and why he/she wanted the reader to know it - Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology
RL5.6: How do different characters see same situations differently? How do stories or parts of stories be different from another perspective? Why does the author chose to use a specific perspective?	- Identify the person who is telling the story - Know that the way a person tells a story is influenced by their role and the outcomes of the story - Explain how a narrator's background or experiences influences her descriptions of events - Understand and discuss the different perspectives represented in the text
RI5.6: When authors are writing about the same topic/event, why is it important to look for key/details, descriptive words, matching/conflicting information, and author's point of view?	- Compare and contrast the information presented in two texts - Compare and contrast the way two authors have written about an event - Explain point of view and the narrator's reasons
RL5.7: How do visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)?	- Know that when creating a multimedia presentation some of the elements to considerare are text, animation, photos, video, and sound - Identify how visual and multimedia elements help increase the understanding of text - Explain how images, sounds and movements contribute to the tone of the text - Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text
RI5.7: How do students use multiple sources to help them obtain/learn information to answer research?	- Use multi-media texts, including maps and photos, to add to understanding of texts - Use online sources judiciously to further gather information - Evaluate sources to determine credibility

Grade 5 English Language Arts Curriculum Guide

RI5.8: Why do students need to pay attention to author's points and how they support their points with explanations and evidence? How do students determine both the points and the evidence that supports them?	● Explain the author's perspective on the topic ● State the reasons or support an author has given to support a specific topic
RI5.9: How do students pull and combine information from multiple sources to gain more information and knowledge about a topic? How will students notice when facts align and when they conflict? How do students keep track of what they learn and compare and contrast the information?	● Make connections between the text and other texts that have been read or heard ● Compare text to find ideas and details which are the different ● Find common details about a topic when reading different texts ● Access and organize information about a topic from several sources ● Use sentence prompts to begin referencing outside sources (as needed) ● Locate similar information from two different sources around the same topic
Essential Questions: Writing	**Enduring Understanding: Writing**
W5.2: Students introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Students develop the topic (facts, definitions, concrete details, quotations, or other information and examples related to the topic) by linking ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Students use precise language and domain specific vocabulary to provide information or explain the topic. Students include an appropriate concluding statement or section.	● Write an introduction that includes a topic sentence ● Develop a topic ● Know that illustrations, headings, pictures can make the writing understandable ● Group information logically so that the writing remains focused ● Format and include facts, definitions, quotes and examples to help convey information ● Support the topic with facts ● Use appropriate vocabulary ● Provide an effective conclusion
W5.7: Students become very knowledgeable about the topic in order to clearly write a focused and informative text (report).	Use the steps for writing a research paper: ● Define a topic ● Make a list of questions/resources ● Make notes or create a graphic organizer ● Write the first draft ● Seek help to edit and revise from peers

	• Publish • Use reference materials such as encyclopedias, search engines or databases • Use keywords for Internet searches • Cite a variety of sources • Use organizational structures when writing a research project • Synthesize and write information from various perspectives or authors • Create a bibliography		

Subject: ELA	Grade: 5	Unit: 5	03/15/19 - 05/10/19
Focus Standards: Reading		**Critical Knowledge and Skills**	
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RL.5.3: • Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	RI5.3: • Identify the relationships or interactions between people, places and ideas in text • Explain the relationship to analyze the text

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RL5.5: ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	RI.5.5: ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text	RI.5.6: ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		RL5.7: ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems	
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) •		RI.5.8: ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text	

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RL5.9 ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)	RI5.9 ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
Focus Standards: Writing		**Critical Knowledge and Skills**	
Using data from the year, determine what writing standards need to be taught.			
Focus Standards: Speaking and Listening		**Critical Knowledge and Skills**	
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.		SL5.1: ● 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	

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.	● 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)
SL5.2: 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)	SL5.2 ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
SL5.3: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical misconceptions.	SL5.3 ● Summarize information presented orally or by media sources ● Identify the claims made by the speaker or media source and whether or not the claims and evidence are logical and valid.
SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Sl5.4 ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
Focus Standards: Language	**Critical Knowledge and Skills**
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.	L5.1 ● 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

Grade 5 English Language Arts Curriculum Guide

L5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.5.2.A. Use punctuation to separate items in a series.
    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.
	L5.2
	● Define and identify items in a series
	● Separate items in a series using appropriate punctuation
	● Spell grade-appropriate words correctly
	● Use references as needed to aid in spelling

L5.4: 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.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
	L5.4
	● 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 word

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.5.5.A. Interpret figurative language, including similes and metaphors, in context.
    L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.
    L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
	L5.5:
	● Identify similes and metaphors in text
	● Infer the meaning of simple similes and metaphors
	● Identify idioms, adages, and proverbs in text
	● Explain the meaning of common idioms, adages, and proverbs
	● Determine synonyms and antonyms of words to show meaning
	● Identify and explain the difference in meanings in related words, like homographs

L5.6: 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).	L5.6 ● 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

Unit Overview
Using World War II and the Holocaust as a platform students will progress into Historical Fiction to deepen their skills with comparing and contrasting, particularly with considerations of themes, characters, settings, and point of view.

Formative Assessments	Summative Assessments

● On Demand Writing
   ○ POV Narratives
   ○ Compare and Contrast Essays
   ○ 6+1 Traits Weekly Writing Tasks
	● Common Assessments - pre/post historical fiction
	● Wordly Wise Vocabulary Assessments

Suggested Primary Resources	Suggested Supplemental Resources
● StoryWorks ● The Boy in the Striped Pajamas	● Book clubs (Number the Stars, Four Pebbles, etc)

Cross-Curricular Connections
● Holocaust Victim Exploration

Essential Questions: Reading	Enduring Understanding: Reading
RL5.3: What do characters across one or two texts say, think, feel, do and why? How will students draw conclusions about story elements such as settings and events across one or two texts and determine how these elements establish a story's tone and theme?	● Identify details comparing the main and secondary characters in the story ● Compare multiple settings that take place in a story including ones that take the reader from past to present and present to past (jumps in time) ● Describe how the author uses setting to convey a mood ● Compare and contrast the way characters interact with each other including dialogue, body language and actions ● Compare and contrast the causes of events in the text and how these affect the multiple storylines differently
RI5.3: How and why individuals, events, and ideas develop and interact over the course of a text?	● Identify details that help students understand why things happen and how they connect ● Explain the sequence of how things happen ● Share details that give information about/insight about the author and why he/she wanted the reader to know it ● Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology

RL5.5: How do chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem?	- Students understand that stories, poems and dramas have different organizational elements - Identify and understand the message of the story, poem, or drama across chapters, stanzas, or scenes - Understand that stories have beginnings, conflicts/problems and conclusions - Show the understanding that often poems have stanzas or verses the reader valuable information
RI5.5: How did the author organize the text as a whole, as well as parts of the text, and why did the author made that choice with consideration to goal/purpose of the text?	- Identify the different ways information is presented to gain better understanding of text - Share how the organizational structure is used to convey information: description, chronology, comparison, cause/effect, problem/solution, etc. - Discover and name specific words that help identify the structure - Identify different text features and explain their purpose - Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts
RL5.6: How do different characters see same situations differently? How do stories or parts of stories be different from another perspective? Why does the author chose to use a specific perspective?	- Identify the person who is telling the story - Know that the way a person tells a story is influenced by their role and the outcomes of the story - Explain how a narrator's background or experiences influences her descriptions of events - Understand and discuss the different perspectives represented in the text
RI5.6: When authors are writing about the same topic/event, why is it important to look for key/details, descriptive words, matching/conflicting information, and author's point of view?	- Compare and contrast the information presented in two texts - Compare and contrast the way two authors have written about an event - Explain point of view and the narrator's reasons
RL5.7: How do visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)?	Know that when creating a multimedia presentation some of the elements to considerare are text, animation, photos, video, and sound

	● Identify how visual and multimedia elements help increase the understanding of text ● Explain how images, sounds and movements contribute to the tone of the text ● Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text
RI5.8: Why do students need to pay attention to author's points and how they support their points with explanations and evidence? How do students determine both the points and the evidence that supports them?	● Explain the author's perspective on the topic ● State the reasons or support an author has given to support a specific topic
RL5.9: How do patterns within genres indicate similar topics or themes? How does an author approach a topic or theme in similar and/or different ways?	● Identify an author's approach/perspective/beliefs by analyzing two or more texts on similar themes ● Compare repeated objects/episodes in the story to illustrate themes ● Identify patterns in each story that identify the theme in each story
RI5.9: How do students pull and combine information from multiple sources to gain more information and knowledge about a topic? How will students notice when facts align and when they conflict? How do students keep track of what they learn and compare and contrast the information?	● Make connections between the text and other texts that have been read or heard ● Compare text to find ideas and details which are the different ● Find common details about a topic when reading different texts ● Access and organize information about a topic from several sources ● Use sentence prompts to begin referencing outside sources (as needed) ● Locate similar information from two different sources around the same topic
Essential Questions: Writing	**Enduring Understanding: Writing**
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically	● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer's purpose

grouped to support the writer's purpose. W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.D. Provide a conclusion related to the opinion presented	● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose Logically order reasons that are supported by facts and details ● Quote directly from text when appropriate ● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) ● Provide a conclusion or section related to the opinion presented
W5.2: Students introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Students develop the topic (facts, definitions, concrete details, quotations, or other information and examples related to the topic) by linking ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Students use precise language and domain specific vocabulary to provide information or explain the topic. Students include an appropriate concluding statement or section.	● Write an introduction that includes a topic sentence ● Develop a topic ● Know that illustrations, headings, pictures can make the writing understandable ● Group information logically so that the writing remains focused ● Format and include facts, definitions, quotes and examples to help convey information ● Support the topic with facts ● Use appropriate vocabulary ● Provide an effective conclusion

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   ● W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   ● W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   ● W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	● Compose a story hook to engage the reader
	● Establish the story's background or situation
	● Introduce a narrator and/or characters
	● Purposefully arrange events to make the story flow
	● Use dialogue and description to develop experiences and events
	● Show the responses of characters to situations, when appropriate
	● Use a variety of transitional words and phrases to manage the sequence of events
	● Use concrete words and phrases to relay story details
	● Use sensory details to convey experiences and events precisely

W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.5.3.E. Provide a conclusion that follows from the narrated experiences or events	• Provide a conclusion that follows from the narrated experiences or events

Subject: ELA	**Grade: 5**	**Unit: 6**	**05/10/19 - 06/19/19**
Focus Standards: Reading		**Critical Knowledge and Skills**	

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RL.5.3: • Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	RI5.3: • Identify the relationships or interactions between people, places and ideas in text • Explain the relationship to analyze the text
	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.5: • Find the similarities and differences in the structure of two or more texts • Determine the impact of the structure on text meaning	

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text	RI.5.6: ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		RI5.8 ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text	
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RL5.9 ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature	RI5.9 ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or

		from different cultures)	oral response that demonstrates knowledge of the subject

Focus Standards: Writing	Critical Knowledge and Skills

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
    W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
    W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    W.5.1.D. Provide a conclusion related to the opinion presented
	● Distinguish fact from opinions
	● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
	● Group supporting details to support the writer's purpose
	● Introduce a topic or text clearly
	● State an opinion to be supported with evidence
	● Write a thesis statement to focus the writing
	● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose Logically order reasons that are supported by facts and details
	● Quote directly from text when appropriate
	● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
	● Provide a conclusion or section related to the opinion presented

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    ● W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    ● W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    ● W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	● Compose a story hook to engage the reader
	● Establish the story's background or situation
	● Introduce a narrator and/or characters
	● Purposefully arrange events to make the story flow
	● Use dialogue and description to develop experiences and events
	● Show the responses of characters to situations, when appropriate
	● Use a variety of transitional words and phrases to manage the sequence of events
	● Use concrete words and phrases to relay story details
	● Use sensory details to convey experiences and events precisely

Focus Standards: Speaking and Listening	Critical Knowledge and Skills
W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. ● W.5.3.E. Provide a conclusion that follows from the narrated experiences or events	● Provide a conclusion that follows from the narrated experiences or events
Focus Standards: Speaking and Listening	**Critical Knowledge and Skills**

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.
	SL5.1:
	● 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 ideas to the speaker's idea, sharing the floor, etc)

SL5.3: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical misconceptions.	SL5.3 ● Summarize information presented orally or by media sources ● Identify the claims made by the speaker or media source and whether or not the claims and evidence are logical and valid.
SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Sl5.4 ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
Focus Standards: Language	**Critical Knowledge and Skills**

L5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.5.2.A. Use punctuation to separate items in a series.
    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.
	L5.2
	● Define and identify items in a series
	● Separate items in a series using appropriate punctuation
	● Spell grade-appropriate words correctly
	● Use references as needed to aid in spelling

L5.4: 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.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
	L5.4
	● 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 word

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.5.5.A. Interpret figurative language, including similes and metaphors, in context.
    L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.
    L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
	L5.5:
	● Identify similes and metaphors in text
	● Infer the meaning of simple similes and metaphors
	● Identify idioms, adages, and proverbs in text
	● Explain the meaning of common idioms, adages, and proverbs
	● Determine synonyms and antonyms of words to show meaning
	● Identify and explain the difference in meanings in related words, like homographs

L5.6: 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).	L5.6 ● 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

Unit Overview
Students end their year learning about Westward Expansion and the Civil War. This unit is about helping students read with purpose and deciding what information is most important to hold on to. Students will read text from multiple perspectives in order to see how authors approach the same topic differently.

Formative Assessments	Summative Assessments
● Civil War Packet Activities	● Opinion Essay

Suggested Primary Resources	Suggested Supplemental Resources
● Storyworks ● Civil War Packet - stories, speeches, poems, informational	● Oregon Trail ● Gold Rush ● Trail of Tears

Cross-Curricular Connections

Essential Questions: Reading	Enduring Understanding: Reading
RL5.3: What do characters across one or two texts say, think, feel, do and why? How will students draw conclusions about story elements such as settings and events across one or two texts and determine how these elements establish a story's tone and theme?	● Identify details comparing the main and secondary characters in the story ● Compare multiple settings that take place in a story including ones that take the reader from past to present and present to past (jumps in time) ● Describe how the author uses setting to convey a mood ● Compare and contrast the way characters interact with each other including dialogue, body language and actions ● Compare and contrast the causes of events in the text and how these affect the multiple storylines differently
RI5.3: How and why individuals, events, and ideas develop and interact over the course of a text?	● Identify details that help students understand why things happen and how they connect ● Explain the sequence of how things happen ● Share details that give information about/insight about the author and why he/she wanted the reader to know it ● Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology

RI5.5: How did the author organize the text as a whole, as well as parts of the text, and why did the author made that choice with consideration to goal/purpose of the text?	- Identify the different ways information is presented to gain better understanding of text - Share how the organizational structure is used to convey information: description, chronology, comparison, cause/effect, problem/solution, etc. - Discover and name specific words that help identify the structure - Identify different text features and explain their purpose - Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts
RL5.6: How do different characters see same situations differently? How do stories or parts of stories be different from another perspective? Why does the author chose to use a specific perspective?	- Identify the person who is telling the story - Know that the way a person tells a story is influenced by their role and the outcomes of the story - Explain how a narrator's background or experiences influences her descriptions of events - Understand and discuss the different perspectives represented in the text
RI5.6: When authors are writing about the same topic/event, why is it important to look for key/details, descriptive words, matching/conflicting information, and author's point of view?	- Compare and contrast the information presented in two texts - Compare and contrast the way two authors have written about an event - Explain point of view and the narrator's reasons
RI5.8: Why do students need to pay attention to author's points and how they support their points with explanations and evidence? How do students determine both the points and the evidence that supports them?	- Explain the author's perspective on the topic - State the reasons or support an author has given to support a specific topic
RL5.9: How do patterns within genres indicate similar topics or themes? How does an author approach a topic or theme in similar and/or different ways?	- Identify an author's approach/perspective/beliefs by analyzing two or more texts on similar themes - Compare repeated objects/episodes in the story to illustrate themes - Identify patterns in each story that identify the theme in each story

RI5.9: How do students pull and combine information from multiple sources to gain more information and knowledge about a topic? How will students notice when facts align and when they conflict? How do students keep track of what they learn and compare and contrast the information?	● Make connections between the text and other texts that have been read or heard ● Compare text to find ideas and details which are the different ● Find common details about a topic when reading different texts ● Access and organize information about a topic from several sources ● Use sentence prompts to begin referencing outside sources (as needed) ● Locate similar information from two different sources around the same topic
Essential Questions: Writing	**Enduring Understanding: Writing**
W5.1: Considering audience and purpose, students clearly introduce a topic/text, create an appropriate organizational structure, link opinions/reasons and provide a concluding statement.	● Distinguish facts from opinions ● Use various organizational structures, such as cause and effect, chronological order, etc. to organize texts ● Identify features of expository texts ● Group related ideas in an appropriate way ● Recognize when ideas are not expressed logically ● Use transitional words and phrases to help the reader follow the information ● Express an opinion effectively ● Write concluding statements
W5.3: Students craft a text with an established situation, an introduction to a narrator and/or characters, an organized event sequence that unfolds naturally, and a clear, appropriate conclusion. Throughout the text, students use narrative techniques (dialogue, description, and pacing) to develop events or show the responses of characters to situations. Students use a variety of transitional words, phrases, and clauses to manage the sequence of events, as well as, concrete words, phrases, and sensory details to convey experiences and events precisely.	● Use the characters' words to help explain what is happening and what the character is thinking ● Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story ● Understand the importance of a satisfying conclusion

Appendix A

Course Title: English Language Arts   Unit Name: Writing –Opinion   Grade Level: 5

Content Statements	NJSLS:
In this unit opinion writing skills will be developed. The craft of opinion writing will be explored through a wide variety of reading experiences in which one 'reads like a writer'. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different persuasive or opinion formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.	W.5.1,4-6,10 L.5.1-6 SL.5.1-6
Overarching Essential Questions What routines and materials will help me be a more effective and successful writer? What have I read that can act as a model for my own opinion writing? How can I craft my own opinion writing based on these models? How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct in my writing through the revision process? How can I express my opinions in writing?	**Overarching Enduring Understandings** Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.

Unit Essential Questions	Unit Enduring Understandings
How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: ● Use a writer's notebook? ● Collect ideas? Know steps of writing process? ● Use rubrics and graphic organizers to guide writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts? ● Revise and edit pieces to make them more effective? ● Develop a sense of voice in my own writing? How can I make decisions about mechanics to make me a more effective writers such as: ● Know reasons for paragraphing? ● Use commas for a variety of purposes? ● Craft sentences of different length, variety, or complexity? ● Use capitalization for a variety of purposes? ● Use the correct form of adjectives and adverbs? ● Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively? ● Properly use action, linking, and helping verbs? ● Use verbs of different tenses that agree with the subject? ● Properly use different types of nouns? ● Use different types of pronouns? ● Use conjunctions and appositives? ● Use resources and references sources to help me make decisions about mechanics? ● How can I use knowledge of spelling patterns to help me spell words in my writing? ● Use correct spelling and legible handwriting or technology? ● Spell all high frequency words at my grade level correctly? How can I write an opinion piece? ?	I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces. I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them. I can use texts that I read to help guide my own writing. I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer. I can use my knowledge of spelling patterns to help me spell and read words. I can use rhetoric to inform, present my opinion, and motivate the listener or reader. I can effectively express my opinions in writing by: ▪ introducing a topic or text, clearly ▪ organizing my ideas into logical groupings ▪ providing logically ordered reasons, using words, phrases and clauses ▪ link opinions and reasons using words, phrases and clauses providing a strong concluding statement or section that is related to the topic

- How can I use graphic organizers that help organize my ideas for opinion writing?
- How can I write about my opinion in a commentary, essay, or letter?
- What techniques do opinion writers use to convince their readers? How can I use them?
- How can I use ads to help me understand how to write an opinion piece?
- How can I choose strong word choices to affect my readers?
- How do writers support arguments or opinions with details and reasons? How can I do this?
- How can I use statistics to present my opinion?
- How can I logically organize details to provide reasons for my opinions?
- How can I use sensory images to add to the opinion e aspect of my writing?
- What types of openings and conclusion do writers of opinion text employ? How can I use them?
- How can descriptive words and techniques such as 'snapshots' and 'thoughtshots' be used in my opinion writing?
- How can literary elements such as similes and metaphors be used in my opinion writing to make it more descriptive?
- What decisions can be made about vocabulary to make the writing better?
- How can I use the author's direct words to help prove my point?

Unit Rationale	Unit Overview
We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft opinion pieces through a wide variety of reading experiences. This analysis and understanding can be used to provide a model for writing opinion pieces in many formats. Additionally students need to develop an appreciation for the power of opinion writing in their everyday lives through real world examples.	In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of persuasive or opinion texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. Openings for opinion pieces will be emphasized in order to develop a repertoire for use.

Suggested Activities for Inclusion in Lesson Planning
Read alouds, shared reading, and class discussion of mentor texts with persuasive or opinion elements Whole group, small group, and individual analysis of touchstone persuasive or opinion texts Writer's Notebook – collecting ideas Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio Cross curricular projects: (science, social studies) Soc. Studies – opinion pieces related to curriculum concepts; suggested: American Revolution, 13 Colonies, Westward Movement Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment Whole Group: watch and read famous speeches, identify evidence, opinion and rhetoric styles; Independently, using a printed text of the same speech, highlight evidence, opinion and rhetoric techniques with different colors Present an opinion orally (debate)

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Reapproved June 2017

Course Title: English Language Arts   Unit Name: Writing – Narrative Grade Level: 5

Content Statements	NJSLS:
In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one 'reads like a writer'. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.	W.5.3.4-6,10 L.5.1-6 SL.5.1-6
Overarching Essential Questions What routines and materials will help me be a more effective and successful writer? What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models?	**Overarching Enduring Understandings** Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.

How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing? How can I reflect and self-correct in my writing through the revision process? How can I develop real or imagined experiences?	Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.
Unit Essential Questions How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: - Use a writer's notebook? - Collect ideas and topics - Know steps of writing process? - Use rubrics and graphic organizers to guide writing? - Write for a sustained period? - Reflect on my own writing? - Conference with my peers and teachers? - Use touchstone and mentor texts? - Revise and edit pieces to make them more effective? - Develop a sense of voice in my own writing? How can I make decisions about mechanics to make me a more effective writers such as: - Know reasons for paragraphing? - Use commas for a variety of purposes? - Craft sentences of different length, variety, or complexity? - Use capitalization for a variety of purposes? - Use the correct form of adjectives and adverbs? - Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively? - Properly use action, linking, and helping verbs? - Use verbs of different tenses that agree with the subject? - Properly use different types of nouns?	**Unit Enduring Understandings** I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces. I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them. I can use texts that I read to help guide my own writing. I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer. I can use my knowledge of spelling patterns to help me spell and read words. I can write about real or imagined experiences by: - orienting the reader with a situation, narrator and character - organizing an event sequence that unfolds naturally

- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?
- Use Greek/Latin root words

What skills can I use to create narrative writing?
- How can I use graphic organizers that help organize narrative story elements?
- How can my personal experiences be part of a narrative piece?
- How can I write narratives in the 1ˢᵗ person? 3ʳᵈ person?
- How can I use the 'show don't tell' technique to make my narrative writing richer and more descriptive?
- How can I use the technique of "adding on" to add detail to my writing?
- How can I use the 'magic of three' technique to develop the plot of a narrative piece?
- How can 'snapshots' and 'thoughtshots' be used to add detail to my writing?
- How can I use vivid verbs, adjectives, and adverbs to make my writing more detailed?
- What strategies can I use to create openings which 'hook' the reader? To create closings?
- How can I incorporate sensory images into my writing?
- How can I create realistic characters with character traits?
- How can I use literary elements such as similes and metaphors be used to make my writing more descriptive?
- What decisions can I make about word choice and vocabulary to make my writing better?

- using dialogue, description and pacing
- using transition words and phrases
- using concrete words, phrases and sensory details
- providing a conclusion that follows from the experiences or events

Unit Rationale	Unit Overview
Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author's craft aid in the creation of a student's own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may 'speculate' about what may happen in a fictitious scenario.	In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. The connection between narrative writing and the speculative writing required by standardized testing will be emphasized for the student.

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor texts with narrative elements
Create anchor charts together
Graphic organizers
Narrative writing in the content areas
Whole group, small group, and individual analysis of touchstone narrative texts
Writer's Notebook Interactive websites for narrative texts (publishing /creating)
Use of Google docs/slides
Use digital tools to publish a piece of writing ePortfolio
Journal entries, diaries, point of view activities
Sensory image writing
Suspense writing using transition words
Analyze literary text and cite evidence from the text to support the analysis or reflection.

Course Title: English Language Arts   Unit Name: Writing: Informational Writing
Grade Level: 5

Content Statements	NJSLS:
	RI.5.1-10

In this unit expository writing skills will be developed. The craft of expository writing will be explored through a wide variety of reading experiences in which one 'reads like a writer'. The craft of document based writing will be introduced. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different expository formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.	RL.5.1-10 W.5.3-6, 10 L.5.1-6 SL.5.1-6
Overarching Essential Questions What routines and materials will help me be a more effective and successful writer? What have I read that can act as a model for my own informational writing? How can I craft my own informational writing based on these models? How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing? How can I reflect and self-correct in my writing through the revision process? How can I write about the facts and information I have learned?	**Overarching Enduring Understandings** Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.
Unit Essential Questions How can I work independently in Writing Workshop in a variety of ways that support effective writing such as: - Use a writer's notebook? - Collect ideas, topics, and seeds - Know steps of writing process? - Use rubrics and graphic organizers to guide writing? - Write for a sustained period? - Reflect on my own writing? - Conference with my peers and teachers?	**Unit Enduring Understandings** I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas. I can use rubrics and graphic organizers to help organize my thoughts and guide my writing. I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.

Grade 5 English Language Arts Curriculum Guide

- Use touchstone and mentor texts?
- Revise and edit pieces to make them more effective?
- Develop a sense of voice in my own writing?

How can I make decisions about mechanics to make me a more effective writers such as:
- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- How can I use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

What skills can I use to write informational pieces?
- How can I use graphic organizers that help organize my ideas for informational writing?
- How can I take notes and put information in my own words (paraphrase) to prepare for informational pieces?
- How can I use the author's words as evidence to my point?
- How do I decide on questions for research and write answers to these questions using facts, examples, and explanations?
- How do I write different types of essays in different content areas?
- How do I write short responses in all my subjects?

I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

When I report on the research I have conducted, I have to list the sources I used.

A thesis statement is a theory that has to be proved.

I can effectively write about the facts and information I have learned by:
- introducing a topic or text, clearly
- providing a general observation and focus
- logically grouping related information
- using headings, illustrations and multimedia
- developing my topic with definitions, concrete details, quotes or other related information
- using precise language and domain specific vocabulary
- providing a strong concluding statement or section that is related to the topic

Grade 5 English Language Arts Curriculum Guide

- How do I organize information using main idea sentences and supporting details?
- How can I use transition words to create bridges between paragraphs?
- How can I use techniques such as compare/contrast, problem/solution, or cause/effect to organize informational writing?
- How can text features such as: headings, labels, captions, and graphics be used in my informational writing?
- How can I add description to my informational writing?
- How can 'snapshots' and 'thoughtshots' be used to add detail to my writing?
- How can I use vivid verbs, adjectives, and adverbs be used to make my writing better?
- What types of openings (hooks) and conclusions can I use?
- How can I use tables, illustrations, or statistics to support my writing?
- How can I use vocabulary words and other WOW words to make my writing better?
- What is a thesis statement? How do I create a thesis statement?
- How can I use the author's direct words to help prove my point?

Unit Rationale	Unit Overview
Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author's craft aid in the creation of a student's own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.	In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor texts with informational elements

Whole group, small group, and individual analysis of mentor informational texts

Writer's Notebook – collecting questions to research

Graphic organizers

Books for expository texts

Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio

Research and write about a topic, using several sources, then present it orally

Read informational text connected to social studies or science and analyze and/or reflect, by citing evidence

Summarize main ideas and details in a speech

Cross curricular projects: Social Studies, Science, Math topics (plan with content teacher) Research informational text to build a bank of fact for a debate

Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Annette Hartstein, Lisa McGilloway, Beth Canzanese; Revised by: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts   Unit Name: Comprehension   Grade Level: 5

Content Statements	NJSLS:
Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.	RI.5.1-10 RL.5.1-10 L.5.1-6 SL.5.1-6
Overarching Essential Questions	**Overarching Enduring Understandings**
What are my responsibilities as a student in a Reading Workshop? How can I read the words in the texts that I choose, in the texts I am required to read, and in texts I read electronically?	The routines of Reading Workshop allow students to read and understand a variety of texts written for different purposes.

	Reading involves decoding words in order to understand what is read.
How can I use and apply strategies to make meaning and track my thinking while reading? How can I cite and use appropriate textual evidence to prove and explain my thinking?	Comprehension is a recursive process that involves both the reader and the text. Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic. Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is important in order to prove their thinking is coherent.
Unit Essential Questions How can I work successfully in Reading Workshop? I can: ● Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc.Understand how to choose a just right book- 5 finger rule ● Use the procedures for the classroom library ● Know the differences between the different genres in fiction and nonfiction ● Write "Responses to Literature" letters to show how I can answer literature-based questions, summarize, and use reading strategies ● Understand the procedures and reasons for conferencing with the teacher ● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum ● Respond to what I read about in different written ways ● Help create "anchor charts" to use for future reference ● Participate in daily independent reading time ● Listen to and create book talks about what I am reading ● Use and understand text features in Reading Workshop and across the curriculum ● Explain why certain text features are used	**Unit Enduring Understandings** Thinking about what I am reading will help me recognize when my reading is not making sense. I can use fix-up strategies to help me understand when this happens. Asking questions before, during, and after reading takes me deeper into what I am reading and gives me a purpose to read more. Creating sensory images or making a "movie in my mind" helps me to understand what I am reading and connects me to the text more deeply. Inferring, or reading between the lines, helps me to understand and recognize that reading goes beyond the words on the page. I can use my background knowledge to help understand and connect what I am reading to what I already know. I can determine what is important to focus on as I am reading and use this to understand and remember the texts I am reading.

Grade 5 English Language Arts Curriculum Guide

- Recognize different print formats
- Understand that reading strategies can be used across the curriculum
- Read grade level poetry and prose

How can I monitor for meaning while reading?
I can:
- Recognize when my reading is not making sense
- Review, develop, and apply fix-up strategies when I recognize my reading is not making sense
- Leave tracks of my thinking in writing and during discussions- "texting about text"
- "Listen in" on the inner conversation that happens when I am reading texts
- Set a purpose for why I am reading a text
- Read texts from different points of view
- Compare and contrast texts from different points of view - How are events presented differently?
- Explain how the point of view impacts the events being described
- Read to identify an author's purpose, views, or beliefs
- Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing
- Reread to make sense of different paragraphs or sections of text
- Read at different speeds depending on my purpose for reading
- Use graphic organizers, sticky notes, etc. to help hold my thinking

How can I use questions to help my reading?
I can:Ask questions before, during, and after my reading
- Identify and create thick questions (inferential) and thin questions (literal)
- Understand that some questions get answered while others linger
- Understand how "wondering questions" can lead to research with nonfiction texts
- Explain how questions help clear up thinking or take my reading deeper
- Understand how questioning helps me make inferences and build new schema

I can synthesize by using two or more strategies at the same time in order to come to new understanding that is outside of the text.

Many texts have parts, like chapters and stanzas.

I can determine the historical context of a document by researching the author(s).

When I am reading historical and technological text, I should pay close attention to the relationships between people, events and ideas.

When I am reading a document, I should know something about the writer and the time period and place in which he lived.

Grade 5 English Language Arts Curriculum Guide

- Locate and explain evidence in the text that supports or answers questions
- Use the ideas of others to make, change, or answer questions
- Explain how questioning can help me be a better reader

How can I create sensory images while reading?
I can:
- Automatically create images while reading or create them when directed to
- Understand that all five senses are part of creating sensory images
- Locate, write, or draw examples of sensory images and explain how they helped me understand the text
- Use visualizing to help remember the events that were read
- Change images when I get new information or someone brings up a different point
- Explain how choice of words can help create a sensory image
- Make a movie in my mind to help understand
- Notice and analyze how authors create sensory images so I can use these ideas in my writing
- Explain how creating sensory images can help me understand what I am reading
- Identify the sensory images in poems or dramas
- Identify and explain figurative language in a text and analyze how it impacts the readers
- Explain idioms, adages, and proverbs

How can I make inferences when I am reading?
I can:
- Use and explain context clues to help me infer the meaning of new words or ideas
- Use affixes (Greek & Latin) to discover word meaning
- Use the text and my background knowledge to help draw a conclusion about what I am reading
- Use the text to help me infer answers that are not "right there"
- Understand that if the texts states a fact it is not an inference
- Cite evidence from the text that supports my inference

- Use text clues and background knowledge to make inferences about characters- traits, settings, and events
- Use inferring to help understand how text features can help me when reading nonfiction
- Use inferences to make and revise predictions
- Use inferences to identify the theme of a text (stories, poems, dramas)? What key details support the theme?
- Find similarities and differences in how themes are presented
- Understand why a text was written, What was its purpose?
- Explain how inferences help my understanding of what I read-Why do readers make inferences?

How can I use my schema to help me understand?
- I can: Be aware of my background knowledge and how it helps me before, during, and after reading
- Create relevant connections and how they help me better understand the text Understand that my own schema can affect the way I read and understand something
- See how schema about an author can help me understand what I am reading
- Know when I need to get more schema in order to understand what I am reading
- Explain how schema about text features can help me read nonfiction
- Be aware of how my schema changes as I get new information
- Make or revise predictions as I get new schema
- Recognize and explain how things like propaganda techniques, biases, and points of view can affect my understanding of what I read
- Explain how my schema helps me to understand what I read

How can I determine what is important about what I am reading and use it to help my understanding?
I can:
- Understand what is important at the word, sentence, paragraph, or passage level
- Determining what is important to help me summarize, finding the most important details for a summary

- Explain the one or more main idea of what I've read by determining what was most important - Understand that what is important is different from what is interesting - Explain how stating what is important is influenced by why I am reading something - Identify the key elements of a story by determining what is important - Use determining what is important to help with taking notes and research in the content areas - Recognize and use ways to organize important information: charts, outlines, graphics, etc. - Explain how determining what is important can help me understand what I am reading - Determine the historical context of a document by using primary sources - Identify an author's claim and evidence How can I move toward synthesizing while reading? I can: - Understand that synthesizing is a combination of different reading strategies - Explain how synthesizing leads me to a new understanding of something outside of the text - Understand how synthesizing can help with summarizing - Understand how synthesizing can help me understand themes - See that synthesizing can be shown through the multiple intelligences - Identify and explain how text structures can help me synthesize new information I am reading in nonfiction texts - Compare how different text structures present information - Put together information from more than one source to help draw conclusions about what I am reading - Explain how synthesizing can help me understand the mood of a novel, drama, or poem - Compare and connect ideas from different texts to reach a higher level of understanding or a new understanding about a topic - Thoughtfully critique an author's purpose, ideas, views, or beliefs	

Grade 5 English Language Arts Curriculum Guide

• Understand how synthesizing can help me understand texts across the curriculum	

Unit Rationale	Unit Overview
The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading in and out of the classroom. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in print and on the computer, vital skills for a learner in the 21ˢᵗ century.	In this unit students will continue to apply the comprehension strategies they have learned through the grades. They will become more flexible and independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in reading and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.

Suggested Activities for Inclusion in Lesson Planning

Response to Literature and daily Independent Reading
Reading Response Logs, Journals, tracking thinking through texting-about-text or post-its
Guided Reading Groups
Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.
Literature Circles
Author Studies: use of similar themes, genre or topic
Book Talks
Focus Lessons
Teacher created assessments of texts read
Anchor Charts – mentor authors, reading strategy use, etc.
Whole Group: identify the parts of informational and literary texts
Read two stories in the same genre and compare/contrast for theme and topic
Read a primary document from a particular time period and identify the relevant connections between events, people and ideas
Read informational or document text to identify the domain specific vocabulary and use reading strategies to determine their meaning – demonstrate meaning by drawing, acting, creating stories or poems, student dictionaries, vocabulary walls
Research Greek and Latin roots – keep a list of words have these roots
Create illustrations, comics or timelines while reading a piece of literature or informational text
Create classroom timeline of historical events to be used when writing about interactions, effects and relevant connection between people, events and ideas

Grade 5 English Language Arts Curriculum Guide

Read firsthand accounts of the same event and analyze the differences in the POV (Holocaust, Civil War,, Revolutionary War, Coming to America)

Compare accounts of historical events

Present about independent novels

Research a social studies or science topic and find information from several sources. Integrate and organize the information.

Reader's Theater: student created plays based on a topic or story, specific to social studies or science

Compare and contrast poems for POV, poetic devices and theme. Write original poem using same elements

Read poems and match them with previously listed themes (on anchor chart)

Compare and contrast to their film counterparts, citing from both

Appendix

Differentiation	
Enrichment	- Utilize collaborative media tools - Provide differentiated feedback - Opportunities for reflection - Encourage student voice and input - Model close reading - Distinguish long term and short term goals

Intervention & Modification	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors - Graphic organizers
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge - Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers

21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology
- Chromebooks   - Internet research   - Online programs   - Virtual collaboration and projects   - Presentations using presentation hardware and software