

Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grades 5

August 2018

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: August 2018

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Jacqueline Evans-Turner

Clinton-Glen Gardner School District

Mission

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Dr. Seth Cohen, Superintendent/Principal
Mrs. Bernadette Wang, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

Mr. Brendan McIsaac, President
Mr. Craig Sowell, Vice President
Mr. Charles Sampson
Mr. Carl Sabatino
Mrs. Lorraine Linfante

The ELA Standards were revised in by the NJDOE 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Our Language Arts curriculum was thoughtfully revised in summer of 2017 to reflect the changes made by the New Jersey Department of Education with regard to the adoption of the New Jersey Student Learning Standards. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

Balanced Literacy Approach

Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine

words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing. Students work with Membeam **as a differentiated and individualized word study program that helps students master words that they are unfamiliar with through repetition and various modalities.**

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

A Balanced Literacy Program is the means through which the New Jersey Learning Standards can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

**Grade 5
English Language Arts
Scope and Sequence**

Quarter I

Writing

Informative/Explanatory: Letter/Essay

Narrative: Short Story

Reading

Literature: Short Story

Informational Text: Social/Cultural Nonfiction

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
- 3. Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

- 1. Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Differentiation

Encourage independent reading: Students are not only expanding their knowledge as good readers, they are also building reading stamina. Design product-driven reading and writing instruction: Plan units that are product-driven. Lessons have an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.

Pre-reading and pre-writing strategies: Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and

what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

Making meaning: Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles.

Text annotation: Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Provide additional BSI support outside of the regular LAL class meeting time.

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter II

<p>Writing Argumentative: Email/Business Letter Informative/Explanatory: Literary/Character Analysis, Summary</p>	<p>Reading Literature: Historical Fiction Informational Text: Historical Nonfiction (Civil Rights)</p>
<p style="text-align: center;">21st Century Skills (The ones that apply for this unit are in bold)</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	
<p style="text-align: center;">21st Century Themes (The ones that apply for this unit are in bold)</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	
<p style="text-align: center;">Technology Infusion</p> <p>http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting, Membean Web-based multimodal adaptive vocabulary instruction.</p>	
<p style="text-align: center;">Differentiation</p> <p><u>Encourage independent reading:</u> Students are not only expanding their knowledge as good readers, they are also building reading stamina.</p> <p><u>Design product-driven reading and writing instruction:</u> Plan units that are product-driven. Lessons have an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.</p> <p><u>Pre-reading and pre-writing strategies:</u> Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.</p> <p><u>Making meaning:</u> Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the</p>	

strategies to their readings. Students should be encouraged to rotate roles.

Text annotation: Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Provide additional BSI support outside of the regular LAL class meeting time

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Quarter III

Writing

Argumentative: Response Essay (from quote/excerpt)

Informative/Explanatory: Research-based Essay

Narrative: Poetry (lyrical)

Reading

Literature: Historical Fiction, Poetry

Informational Text: Memoir/Historical Nonfiction (Holocaust)

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
- 3. Civic Literacy**
4. Health Literacy
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting, Membean Web-based multimodal adaptive vocabulary instruction.

Differentiation

Encourage independent reading: Students are not only expanding their knowledge as good readers, they are also building reading stamina. Design product-driven reading and writing instruction: Plan units that are product-driven. Lessons have an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.

Pre-reading and pre-writing strategies: Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

Making meaning: Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing, questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles.

Text annotation: Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Provide additional BSI support outside of the regular LAL class meeting time

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Writing Argumentative: Literary Analysis Narrative: Fictional Narrative	Reading Literature: Realistic Fiction, Short Story Informational Text:
--	---

21st Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
- 5. Information Literacy**
- 6. Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
- 2. Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
- 4. Health Literacy**
- 5. Environmental Literacy**

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting, Membean Web-based multimodal adaptive vocabulary instruction.

Differentiation

Encourage independent reading: Students are not only expanding their knowledge as good readers, they are also building reading stamina.

Design product-driven reading and writing instruction: Plan units that are product-driven. Lessons have an essential question that instruction seeks to address in the unit. It should become the epicenter of instruction, thus allowing for mastery. Students become stakeholders when they know the instructional objectives and learning outcome.

Pre-reading and pre-writing strategies: Infuse pre-reading and pre-writing strategies to build schema. "What I know, what I want to know, and what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

Making meaning: Provide instruction in basic reading strategies using reciprocal teaching practice that includes predicting, visualizing,

questioning, clarifying, and summarizing. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles.

Text annotation: Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Provide additional BSI support outside of the regular LAL class meeting time

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark

Suggested days of Instruction	<p>Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 English Language Arts</p>	<p>Topic: Foundational Reading Skills</p>	
		<p><u>Goal 1:</u> Foundational Reading Skills is the first reading unit of the fifth grade year. The unit reviews and introduces skills and strategies that enhance reading comprehension which form a foundation for later reading analysis. The unit also serves to help students to learn how to think as readers and to develop skills that will enhance reading enjoyment. The unit begins by reviewing how to select books at a “just right level” and by teaching students how to select books across a variety of genres. Other skills and strategies taught include determining the meaning of unknown words; asking questions during reading; making predictions, connections, and inferences; and responding to text with written reading responses utilizing textual evidence.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions, Conceptual Understandings</p>	<p>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</p>

<p>On-going</p>	<p>1.1. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. (RL.5.10)</p> <p>1.2. Review and apply previously learned reading comprehension strategies to monitor their understanding of text. Skills and strategies will include: making predictions, visualizing, questioning, inferencing, and making connections. (RL.5.10)</p> <p>1.3. Determine meaning of unfamiliar words by means of a variety of strategies including rereading, context clues, etc. (RL.5.4, L.5.4a)</p> <p>1.4. Confirm and/or self-correct word</p>	<p>Essential Questions: What strategies do effective readers utilize to construct meaning from texts? How do strong readers independently monitor their understanding of texts? How do successful readers improve their reading level and interest? How do readers support their thinking about texts?</p> <p>Conceptual Understandings: Effective readers construct meaning from text using a variety of comprehension skills and strategies (e.g., vocabulary skills, rereading, questioning, etc.).</p> <p>Strong readers employ many reading comprehension strategies (e.g., making connections, asking questions, making predictions, inferencing, and synthesizing) to independently monitor their understanding of text.</p> <p>Readers improve their skills by selecting a variety of ‘just right’ books across many genres.</p> <p>Students clarify and support their thinking about reading by quoting accurately from the texts.</p>	<p>Learning Activities: Whole class read alouds of picture books and/or novels with targeted mini-lessons on reading strategies and skills Library introductory session to select books at “just right level” across various genres for book talk project Independent reading of selected short stories and novel excerpts from anthology Read magazine articles and complete accompanying activities and handouts Reading responses Small group picture book reading Partner reading/ pair-share Jigsaw activity Dictionary practice activities</p> <p>Assessment Models: Teacher observation Student participation Application of reading skills and strategies during group, partner, and independent reading of picture books and novels. Graphic organizers “Book mark” to record various skills/strategies Magazine article “quizzes” and activity pages Reading Responses Exit tickets Novel quizzes Book talk project District Benchmark</p>
-----------------	--	--	--

	<p>recognition and meaning by rereading and using context clues. (RF.5.4.c)</p> <p>1.5. Determine meaning of unfamiliar words through use of reference materials, both print and digital. (RL.5.4, L.5.4.c)</p> <p>1.6. Organize and write open-ended reading responses about text. (W.5.4, W.5.9)</p> <p>1.7. Quote accurately from the text to support ideas and conclusions drawn in written responses to reading. (RL.5.1, W.5.9)</p> <p>1.8. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1, W.5.9)</p>		<p>Additional Resources: <i>Time for Kids</i> magazines Picture Books for Context Clues: <i>Jabberwocky</i>, Graeme Base (original poem by Lewis Carol) Picture Books for Visualizing: <i>Night in the Country</i>, Cynthia Rylant <i>The Midnight Ride of Paul Revere</i>, Henry Wadsworth Longfellow <i>Tar Beach</i>, Faith Ringgold Picture Books for Making Predictions: <i>Sylvester and the Magic Pebble</i>, William Steig <i>For the Love of Autumn</i>, Patricia Polacco Picture books for Making Connections Strategy: <i>My Rotten Headed Older Brother</i>, Patricia Polacco <i>Thank You Mr. Falker</i>, Patricia Polacco <i>The Relatives Came</i>, Cynthia Rylant <i>Bedhead</i>, Margie Palatini Picture books for Asking Questions: <i>Fly Away Home</i>, Eve Bunting <i>The Wall</i>, Eve Bunting <i>Miss Alaineus: A Vocabulary Disaster</i>, Debra Frasier <i>The Day of Ahmad's Secret</i>, Florence Heide and Judith Heide Gilliland <i>The Stranger</i>, Chris Van Allsburg Picture books for Drawing Inferences: <i>Teammates</i>, Peter Golenbock <i>Tuesday</i>, David Wisner <i>Just a Dream</i>, Chris Van Allsburg <i>Babushkah's Doll</i>, Patricia Polacco <i>Fireflies</i>, Julie Brinkloe Picture books for Synthesizing: <i>Zathura</i>, Chris Van Allsburg <i>Fables</i>, Arnold Lobel</p>
--	--	--	--

<p>1.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.11. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>1.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p><i>The Sweetest Fig</i>, Chris Van Allsburg</p> <p><i>In the Middle: New Understandings About Writing, Reading, and Learning</i>, Nancie Atwell</p> <p><i>Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy</i>, Irene Fountas and Gay Su Pinnell</p> <p>Membean Online Vocabulary Program</p> <p>www.ReadingA-Z.com</p> <p>www.dictionary.com</p> <p>http://tc.readingandwritingproject.com</p> <p>www.scholastic.com</p>
--	--	---

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary)	
		Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary) Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>2.1. Apply the knowledge of root words and affixes to read unfamiliar multi-syllabic words. (RF.5.3)</p> <p>2.2. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multi-syllabic words in and out of context. (RF.5.3.a)</p> <p>2.3. Decode words using known syllabication patterns. (RF.5.3.a)</p> <p>2.4. Use Greek and Latin</p>	<p>Essential Questions: How do letter sounds and patterns help a reader identify unknown words? How can context clues be used to understand new words? How can parts of a word help determine the meaning of a new word?</p> <p>Conceptual Understandings: Phonics involves the relationship between sounds and their spellings.</p> <p>Developing a broad vocabulary deepens comprehension and allows for more precise communication.</p> <p>Vocabulary is acquired through reading, writing, speaking and listening.</p>	<p>Learning Activities: Membean Word sorts Matching/memory games Literature, rhymes, poems and songs Bingo, tic-tac-toe games Word work/spelling Modeling Word ladders Syllable sorts Word wall activities/games Literacy centers Making words Dictation</p> <p>Assessment Models: Student participation Anecdotal records Teacher observation</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary)	
		Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>affixes and roots to accurately read and determine the meaning of unfamiliar multi-syllabic words in and out of context. (RF.5.3.a, L.5.4.b)</p> <p>2.5. Spell grade-appropriate words correctly, properly utilizing references as needed. (L.5.2.e)</p> <p>2.6. Use print and digital resources to determine or clarify the spelling, pronunciation, and/or meaning of key words and phrases. (L.5.2.e, L.5.4.c)</p>		<p>Developmental Spelling Assessment Performance tasks: sorting, literacy centers Quizzes Spelling/Vocabulary tests Student writing pieces Checklists Dictation</p> <p>Additional Resources: Membean vocabulary <i>Making Words</i>, Cunningham, Hall and Heggie Calkins Units of Study/Curricular Plans Florida Center for Reading Research</p> <p>http://wik.ed.uiuc.edu/index.php/Phonic_awareness</p> <p>http://tc.readingandwritingproject.com</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary) Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.7. Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs). (L.5.5.c)</p> <p>2.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.9. Demonstrate the use of compromise,</p>		<p>http://www.ed.gov/teachers/how/tools/initiative/summerworkshop/valdes/index.html</p> <p>http://www.readingresource.net/websiteforkids.htm</p> <p>http://www.plattscsd.org/oak/smartboard/phonemic.htm</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary) Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.11. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary) Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.8.D.3) 2.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
		Goal 3: Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every narrative. They will learn how to identify these components in various picture books, short stories, and novels. Students will also use this information when crafting their own stories in the corresponding writing unit.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>3.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Paraphrase portions of the text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally). (RL.5.1, SL.5.2, W.5.4)</p> <p>3.2. Utilize information from a text, accurately quoting passages, and making relevant connections to draw</p>	<p>Essential Questions: How does analyzing story elements give you a better understanding of the text? How does interpreting figurative language, shades of meaning, and author’s point of view, give you a better appreciation of the text?</p> <p>Conceptual Understandings: Fictional literature has identifiable and common story elements (setting, character, plot, theme, point of view) to effectively tell a complete story.</p> <p>Literature often demands readers to analyze the meaning of words and phrases to support their understanding of the text and their ability to discuss/respond to the text.</p>	<p>Learning Activities: Mini-lessons Anchor charts Modeled, shared, guided and independent reading Story retellings Large & small group discussions Book projects and reports Book reviews Teacher/peer conferencing Think alouds Reading journal Reader’s response Guided Reading Literature Circles/Book Discussion Groups Graphic Organizers</p> <p>Assessment Models: Reading responses Teacher conferences Small group discussion</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>inferences. (RL.5.1)</p> <p>3.3. Identify, through writing or speaking, the theme of a story by analyzing how characters respond to challenges. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. (RL.5.2, SL.5.4, W.5.9)</p> <p>3.4. Summarize a text including a discussion of the story's theme, how characters respond to challenges, or how a poem's speak reflects upon a topic, by</p>		<p>Whole class discussions Quizzes Illustration/Written Responses Graphic organizers Exit cards Essays District benchmark test</p> <p>Additional Resources: <i>Growing Readers</i>, Kathy Collins Lucy Calkins, Units of Study <i>Strategies That Work</i>, Harvey and Goudvis</p> <p>Membean Online Vocabulary Program</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://www.storylineonline.net/</p> <p>www.readwritethink.com</p> <p>www.scholastic.com</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p style="color: red;">determining the key details.</p> <p>(RL.5.2, SL.5.4, W.5.9)</p> <p>3.5. Compare and contrast various elements of literature (characters, setting, events, text details, etc.) using specific details from the text. (RL.5.3)</p> <p>3.6. Define unfamiliar words within text using context clues and other resources and by applying knowledge of affixes and roots. (RL.5.4, RF.5.3.a, RF.5.4.c, L.5.4.a, L.5.4.b)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every narrative. They will learn how to identify these components in various picture books, short stories, and novels. Students will also use this information when crafting their own stories in the corresponding writing unit.	Essential Questions, Conceptual Understandings
	<p>3.7. Recognize and demonstrate understanding of figurative language (similes, metaphors, personification, idioms, symbolism, adage, proverbs). (RL.5.4, L.5.5.a, L.5.5.b)</p> <p>3.8. Analyze chapters and scenes in order to gain an understanding of the structure within the text (e.g., analyzing elements of character, setting, and plot in a narrative). (RL.5.5)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.9. Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)</p> <p>3.10. Determine how visual and multimedia elements enhance understanding and appreciation of a text. (RL.5.7)</p> <p>3.11. Compare and contrast stories within the same genre through discussion and/or writing. Engage effectively in a range of collaborative discussions (one-on-</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (RL.5.9, SL.5.1, W.5.4)</p> <p>3.12. Read and comprehend a variety of genres demonstrating accuracy, fluency, and expression during engagement, at grade level text-complexity or above, scaffolding as needed. (RF.5.4.a, RF.5.4.b, RL.5.10)</p> <p>3.13. Engage effectively in a</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p style="color: red;">range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 5 topics and texts, building on each others' ideas and expressing their own clearly, while following agreed upon rules for discussions and carrying out assigned roles. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. (SL.5.1.a, SL.5.1.b)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.14. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1.c)</p> <p>3.15. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1.d)</p> <p>3.16. Apply knowledge of phonics during silent and oral reading. (RF.5.3.a)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 3: Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every narrative. They will learn how to identify these components in various picture books, short stories, and novels. Students will also use this information when crafting their own stories in the corresponding writing unit.	Essential Questions, Conceptual Understandings
	3.17. Consult dictionaries and other reference materials when necessary to determine word/phrase meaning. (L.5.4.c) 3.18. Demonstrate the ability to understand inferences. (9.1.8.D.2) 3.19. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Literature: Fictional Organization/Literary Elements	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.20. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 English Language Arts	Topic: Reading and Writing Literature: Poetry Goal 4: Poetry is an art form that plays an integral role in students' literacy skills. Throughout history, poetry has been recorded from people of a variety of cultures and has documented life experiences. In this unit, students will learn to read and appreciate poetry as a unique form of written expression. Students will study the techniques that poets use to express meaning in poems such as rhyme, repetition, line breaks, and figurative language. Students will learn to analyze how the poet's use of language enables them to visualize the poem's images, make meaning, and to connect emotionally to the words. A variety of poetry styles will be explored ranging from rhyming poems to free verse and narrative poems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading and Writing Literature: Poetry	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 4: Poetry is an art form that plays an integral role in students' literacy skills. Throughout history, poetry has been recorded from people of a variety of cultures and has documented life experiences. In this unit, students will learn to read and appreciate poetry as a unique form of written expression. Students will study the techniques that poets use to express meaning in poems such as rhyme, repetition, line breaks, and figurative language. Students will learn to analyze how the poet's use of language enables them to visualize the poem's images, make meaning, and to connect emotionally to the words. A variety of poetry styles will be explored ranging from rhyming poems to free verse and narrative poems.	Essential Questions, Conceptual Understandings
Para	<p>4.1. Interpret a poem and respond by quoting accurately for the text and making relevant connections utilizing the evidence to explain what the poem is saying explicitly and by drawing inferences. (RL.5.1)</p> <p>4.2. Read and comprehend a variety of poetry demonstrating accuracy, fluency, and expression during engagement at grade level text-complexity or above, scaffolding as needed. (RF.5.4.a, RF.5.4.b, RL.5.10)</p> <p>4.3. Determine the key details in a poem to</p>	<p>Essential Questions: How does poetry create mental/visual and sensory images that engage the reader in thinking beyond the literal/superficial? How do I make sense of and respond to a variety of poems?</p> <p>Conceptual Understandings: Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning. Poetry can be crafted in many different styles and has no set boundary.</p>	<p>Learning Activities: Modeled Reading Shared Reading Interactive Reading Literature Circles/Book Discussion Groups Poetry writing Journal entries/written reading responses to poetry Poetry book exploration with pair-share or small group sharing of poems that interest students Guided analysis and reading of teacher selected poems to find and interpret poet's devices (e.g., metaphors, similes, repetition, alliteration, etc.)</p> <p>Assessment Models: Teacher observation Student participation Rubrics</p> <p>Small and whole group discussions Group work Poetry readings Illustration/written responses</p>

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>5.1. Read and comprehend informational materials and texts fluently and accurately. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. (RI.5.10, RF.5.3.a, RF.5.4.a, RF.5.4.b)</p> <p>5.2. Answer literal and inferential questions to demonstrate understanding by quoting accurately and making relevant connections when explaining what the text says both explicitly and when drawing</p>	<p>Essential Questions: How do readers use informational text to find and share information? What strategies do effective readers use to understand the elements of informational text? Why do authors write non-fiction?</p> <p>Conceptual Understandings: Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content.</p> <p>Readers read informational text to obtain information on social and environmental topics.</p> <p>Authors write non-fiction for a variety of reasons including to relay information, to explore a topic in depth, to argue a point, or to entertain the reader with interesting facts.</p>	<p>Learning Activities: Model, share and guided practice Partner reading Literature Circles/Book Discussion Groups Teacher lead “book talks” Partner/Pair share Reading Response logs Skill-based work stations Independent Reading</p> <p>Assessment Models: Biography Book Reports/Review (linked to Writing) Essay/Written Response Quizzes/ Comprehension Tests Graphic organizers Exit Tickets Teacher Conference/Peer Conference Whole/Small group discussion</p> <p>Additional Resources:</p>

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>inferences . (RI.5.1, W.5.4, W.5.9.b)</p> <p>5.3. Identify and analyze the relationship between the text features and the organizational structures with content (title, sub-titles, images, graphs, maps and diagrams) at grade level text-complexity or above, with scaffolding as needed. (RI.5.10)</p> <p>5.4. Determine the authors' purpose for writing non-fiction text. (RI.5.8, W.5.9)</p> <p>5.5. Compare and contrast authors' points of view</p>		<p><i>Leon's Story</i> by Leon Walter Tillage <i>The Tarantula in My Purse; and 172 Other Wild Pets</i> by Jean Craighead George <i>Report Form</i> – Language circle <i>Time for Kids Magazine</i> Newspaper Articles Science/Social Studies Informational Resources Textbooks Non-fiction trade books Picture Books Membean Online Vocabulary Program http://betterlesson.com/unit/12488/informational-text# http://betterlesson.com/directory/fifth_grade/nonfiction_literature</p>

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>between non-fiction texts by engaging effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts following agreed upon rules for discussion. Pose and respond to specific questions and review key ideas expressed to draw conclusions and gain knowledge from the discussion. (RI.5.1, RI.5.6, SL.5.1 a, SL.5.1.b, SL.5.1.c, SL.5.1.d, L.5.6)</p> <p>5.6. Compare and contrast the structure of non-fiction text, including chronology, cause/effect,</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>problem/solution, description or list). (RI.5.5, W.5.4)</p> <p>5.7. Identify main ideas and key details of non-fiction text (RI.5.2)</p> <p>5.8. Explain the relationships and interactions between two or more individuals, events, ideas or concepts in non-fiction text. (RI.5.3)</p> <p>5.9. Understand the meaning of unfamiliar, content specific, vocabulary within non-fiction text using previously learned</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Informational Text	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>methods such as context clues and affixes. (RI.5.4, L.5.4.a, L.5.4.b, L.5.6)</p> <p>5.10. Use information from two texts on the same topic to inform the reader or listener. (RI.5.3)</p> <p>5.11. Explain to group, by explicitly drawing on previously read text and other information known about the topic, how an author used reasons and evidence to support a particular point in a text by reviewing the key details expressed. (RI.5.3. SL.5.1.a,</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Reading Informational Text	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	Essential Questions, Conceptual Understandings
	SL.5.1.b, SL.5.1.c, SL.5.1.d) 5.12. Consult dictionaries and other reference materials to determine word meaning. (L.5.4.c) 5.13. Determine and comprehend the meaning of unfamiliar context specific vocabulary (including those that signal precise actions, emotions, or states of being and that are basic to a particular topic) to aid in comprehending text. (L.5.6) 5.14. Paraphrase portions of		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>the text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally). (SL.5.2, SL.5.3)</p> <p>5.15. Share by presenting a topic with an audience (offering appropriate and relevant facts in a sequential order, descriptive details; speaking clearly and an understandable pace). (SL.5.4)</p> <p>5.16. Demonstrate the ability to understand inferences. (9.1.8.D.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reading Informational Text	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 5: This unit is focused on reading skill necessary to understand informational texts. The lessons focus on parts of informational texts, author's purpose, and specific reading strategies that are helpful in nonfiction reading. Students will also be expected to respond to the reading, orally and through short written responses, using evidence from the text to support their ideas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.17. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>5.18. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 6: In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>6.1. Identify conjunctions, prepositions, and interjections in sentences, explaining their function. (L.5.1.a)</p> <p>6.2. Form and use the perfect verb tenses when writing and speaking (I had walked; I have walked; I will have walked). (L.5.1.b)</p> <p>6.3. Utilize verb tense in writing to convey a sense of various times, sequences, states, and conditions. (L.5.1.c)</p> <p>6.4. Maintain continuity of</p>	<p>Essential Questions:</p> <p>Why is it important to use correct grammar when writing and speaking?</p> <p>Why is it important to use correct capitalization and punctuation when writing?</p> <p>Conceptual Understandings:</p> <p>Proper grammar and mechanics promotes fluency of written and oral communication.</p> <p>Conventions are rules that have been established to standardize written and oral communication to assist in more easily understanding the message.</p> <p>Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.</p>	<p>Learning Activities:</p> <p>Word sorts Written responses Individual conferences Oral language Shared writing Proofreading activities Daily oral language activities Modeled, interactive, and guided writing Songs, poems, literature and rhymes Skill sheets</p> <p>Assessment Models:</p> <p>Student participation Anecdotal records Teacher observation Writing conferences Quizzes/Tests Skill sheets Writing samples Performance Tasks: sorting, literacy center activities</p>

Suggested days of Instruction	Curriculum Management System	Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking	
	<u>Subject/Grade Level:</u> Grade 5 English Language Arts	<u>Goal 6:</u> In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
<p>verb tense throughout a written piece. (L.5.1.d)</p> <p>6.5. Identify and edit inappropriate shifts in verb tense in oral and written language. (L.5.1.d)</p> <p>6.6. Identify uses of the comma in writing. (L.5.2)</p> <p>6.7. Use punctuation to separate items in a series. (L.5.2.a)</p> <p>6.8. Use a comma to separate an introductory element</p>		<p>Additional Resources:</p> <p>www.havefunteaching.com</p> <p>www.abcya.com</p> <p>www.starfall.com</p> <p>http://www.proteacher.com/070171.shtml</p> <p>http://tc.readingandwritingproject.com</p> <p>http://www.readingresource.net/websiteforkids.htm</p> <p>Easy Grammar series</p> <p>Membean Online Vocabulary Program</p>	

Suggested days of Instruction	Curriculum Management System	Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking	
	Subject/Grade Level: Grade 5 English Language Arts	Goal 6: In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>from the rest of the sentence. (L.5.2.b)</p> <p>6.9. Use a comma to set off the words yes and no (No, I do not want any more.). (L.2.5.c)</p> <p>6.10. Use a comma to set off a tag question from the rest of the sentence (It's true, isn't it?). (L.5.2.c)</p> <p>6.11. Use a comma to indicate direct address. (L.5.2.c)</p> <p>6.12. Indicate the titles of works in writing with quotation marks, italics, or underlining. (L.5.2.d)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 6: In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	Essential Questions, Conceptual Understandings
	<p>6.13. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.14. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>6.15. Demonstrate how productivity and accountability contribute to realizing individual or group work</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 English Language Arts	Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking	
		Goal 6: In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
On-going	<p>7.1. Identify characteristics of a fictional narrative (creative story) by listening to or reading a variety of mentor texts. Determine the key details in a sotry, drama, or poem to identify the theme and to summarize the text. (RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6)</p> <p>7.2. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g.</p>	Essential Questions: Why do people tell and write imagined stories? How do writers craft engaging, vivid narratives?	Learning Activities: Mini-lessons Read alouds of picture books Group reads Independent reads Quick Writes Brainstorm topics Write story following the writing process: <ul style="list-style-type: none"> - graphic organizer or outline, - rough draft - peer revision/edit - publish revised copy
		Conceptual Understandings: Narratives are carefully structured depictions of diverse human experiences. Time is the main organizational structure of narrative writing. A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.	Assessment Models: Graded final draft of fictional narrative based on holistic rubric Provide feedback on outline or organizer Comments on fictional narrative drafts Fictional narrative drafts Writing Conferences

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
	<p style="color: red;">opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. (RL.5.9)</p> <p>7.3. Brainstorm potential topics and narrow focus for their fictional narrative (creative story). (W.5.3)</p> <p>7.4. Use an outline or graphic organizer to plan/organize ideas about writing. (W.5.5)</p>		<p>Anecdotal Records Peer revising/editing conferences Do Now (beginning of class) Exit Cards Classroom discussions</p> <p>Additional Resources: Mentor texts: <i>Who's That Knocking on Christmas Eve?</i> (Jan Brett), <i>Aunt Isabel Tells a Good One</i> (Kate Duke), <i>If You Were a Writer</i> (Joan Lowery Nixon), <i>The Plot Chickens</i> (Mary Jane and Herm Auch), <i>Author – a true Story</i> (Helen Lester) Graphic Organizers/Outlines EdHelper <i>Lessons that Change Writers</i>, Nancie Atwell <i>The Writers Express</i>, by Patrick Sebranek, Ruth Nathan, and Dave Kemper <i>Measuring UP Express</i> – speculative prompts</p> <p>Membean Online Vocabulary Program</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.5. Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction, and revision) to create a fictional narrative establishing a plot or conflict, setting, characters, using a consistent point of view. (W.5.3.a, W.5.10)</p> <p>7.6. Follow a plot structure with clear exposition, rising action, climax, falling action, and resolution. (W.5.3.a)</p>		<p>www.readwritethink.org</p> <p>www.dictionary.com</p> <p>www.thesaurus.com</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://owl.english.purdue.edu/owl</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
	7.7. Organize narrative writing into paragraphs, and use effective transitions based on changes in action, dialogue, time and place. (W.5.3.c, W.5.3.d, L.5.6) 7.8. Elaborate main events and ideas by adding thoughts and feelings, dialogue, and description. (W.5.3.b, W.5.3.d, W.5.4) 7.9. Write a compelling lead and satisfying closing, trying a variety of strategies. (W.5.3.a,		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
	W.5.3.e) 7.10. 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. (W.5.6) 7.11. Demonstrate the use of figurative language within narrative. (L.5.5.a,b) 7.12. Use vivid verbs and sensory details. (W.5.3.d, L.5.1.c, L.5.1.d, L.5.6)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
	7.13. Attempt compositional risks within the narrative. (W.5.3) 7.14. Receive and incorporate feedback on their writing from peers and teachers. (W.5.5) 7.15. Review, revise, and edit their work for sentence construction, spelling, capitalization, punctuation, usage, and clarity. (W.5.5, L.5.1, L.5.2, L.5.3, L.5.4.c)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.16. Engage effectively in a range of collaborative discussions about narrative writing by explicitly drawing on previously read text or material and other information about narrative writing, following agreed upon rules for discussion and reviewing the key ideas expressed.</p> <p>(SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d)</p> <p>7.17. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Fictional Narrative	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 7: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.	Essential Questions, Conceptual Understandings
	cultures. (9.1.8.D.3) 7.18. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Memoir	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 8: Memoir is a unique subgenre within the autobiography writing genre. While autobiographies tend to encompass the writer’s entire life span, a memoir recounts a smaller period of time in one’s life. Memoirs are written from a first person point of view and offer a personal account of an event or period of time in a person’s life in order to show an enduring quality of the writer via personal reflection. While we often think of memoirists as presidents, politicians, and others who have achieved national fame, writing a memoir is a valuable reflective experience for any writer. In this unit, students will gain an appreciation and understanding of the memoir genre through shared mentor texts and modeled narratives. Students will learn how to organize a memoir and will write a personal memoir to reflect on an important time in their own life.	Essential Questions, Conceptual Understandings

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Narrative Writing: Memoir	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 8: Memoir is a unique subgenre within the autobiography writing genre. While autobiographies tend to encompass the writer's entire life span, a memoir recounts a smaller period of time in one's life. Memoirs are written from a first person point of view and offer a personal account of an event or period of time in a person's life in order to show an enduring quality of the writer via personal reflection. While we often think of memoirists as presidents, politicians, and others who have achieved national fame, writing a memoir is a valuable reflective experience for any writer. In this unit, students will gain an appreciation and understanding of the memoir genre through shared mentor texts and modeled narratives. Students will learn how to organize a memoir and will write a personal memoir to reflect on an important time in their own life.	Essential Questions, Conceptual Understandings
On-going	<p>8.1. Identify characteristics of a memoir by listening to or reading a variety of mentor texts at grade level text-complexity or above, with scaffolding as needed. (RL.5.2, RL.5.4, RL.5.6, RL.5.10)</p> <p>8.2. Narrow focus for a memoir from an assigned theme. (W.5.3.a, W.8)</p> <p>8.3. Use a graphic organizer to plan and organize ideas for memoirs. (W.5.4, W.5)</p>	<p>Essential Questions: How can the moments of a writer's life become compelling stories? How do writers learn lessons from their own lives and prior experiences?</p> <p>Conceptual Understandings: A memoir is a writer's medium to reveal something enduring and important about themselves through the narration of selected moments in their life.</p> <p>Writers use personal reflection to gain an understanding of their life and experiences and they select vignettes that demonstrate this understanding in their writing.</p>	<p>Learning Activities: Whole class read alouds of mentor memoir texts with targeted mini lessons on their organization, reflection and theme, and writing techniques Small group reading of mentor memoir texts with targeted practice activities (e.g., search for vivid verbs, use of transitions to show changes in time/place, use of dialogue, theme, etc.) Journal entries or short reading responses to mentor memoir texts Think-pair-share Visualization activities for developing sensory details in writing Grammar instruction and mini lessons (e.g., use of figurative language to enhance writing, application of comma rules, use and formatting of dialogue, vivid verb choice, etc.) Whole group and individual brainstorming of writing topics for memoirs within a given</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 English Language Arts	Topic: Informative/Explanatory Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 9: Informative/explanatory writing is a broad writing genre that becomes increasingly important as students progress through school. Informative and explanatory writing enables students to learn about the world around them through research and reflection on personal experience and to accurately share their knowledge with others. This writing unit serves to introduce students to the informative and explanatory writing style: its purpose, organization, techniques, and the skills necessary for conducting research from print and digital sources. Through guided instruction of mentor texts, mini-lessons, group work, research, and conferences, students will gain the knowledge necessary to clearly write short analyses of cause-and-effect relationships in text, a compare/contrast essay, and research project.	Essential Questions, Conceptual Understandings

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Informative/Explanatory Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>9.1. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. (W.5.7)</p> <p>9.2. Compare and contrast the information presented in two or more texts by reading published and student mentor texts/models. (RI.5.5)</p> <p>9.3. Collect information that adheres to a pre-determined set of guidelines provided by the teacher. Quote accurately from a text and make relevant</p>	<p>Essential Questions:</p> <p>What characteristics differentiate informational/explanatory writing?</p> <p>How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?</p> <p>How do writers draw on their own experiences and from research in order to support their topic?</p> <p>How can technology be used to enhance the writing process?</p> <p>Conceptual Understandings:</p> <p>Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <p>Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, the use of diagrams or visuals, or citing an</p>	<p>Learning Activities:</p> <p>Whole class read alouds of mentor informative/explanatory texts with targeted mini lessons on their organization, support, use of precise language and domain specific vocabulary, and writing techniques</p> <p>Small group reading of mentor informative/explanatory texts with targeted practice activities (e.g., paragraph organization, use of facts to support ideas, main ideas/supporting details, vocabulary, combining sentences, etc.)</p> <p>Jigsaw group activity with reading of informative/explanatory sample texts</p> <p>Think-pair-share</p> <p>Guided and Independent completion of graphic organizers such as Venn Diagrams for Compare/Contrast</p> <p>Focused vocabulary mini lessons and activities</p> <p>Grammar instruction and mini lessons (e.g., correlative conjunctions, comma rules, sentence combining to clarify</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Opinion Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 10: In the 21 st century workforce, the ability to effectively argue one's opinion is more important than ever before. The opinion writing unit introduces students to the opinion/argumentative writing genre. Students will learn the purpose and organization of opinion essays by reading a variety of teacher selected mentor essays and articles. Through mini-lessons, guided reading, and guided writing, students will learn how to consider a debate and develop a persuasive thesis, how to support their thesis with strong arguments, and how to write effective counterarguments. Students will learn to organize their ideas clearly and effectively and will have the opportunity to develop an opinion essay on a topic important to them. Students will take their opinion essay through the writing process to publication.	Essential Questions, Conceptual Understandings

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 English Language Arts	Topic: Opinion Writing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 10: In the 21 st century workforce, the ability to effectively argue one’s opinion is more important than ever before. The opinion writing unit introduces students to the opinion/argumentative writing genre. Students will learn the purpose and organization of opinion essays by reading a variety of teacher selected mentor essays and articles. Through mini-lessons, guided reading, and guided writing, students will learn how to consider a debate and develop a persuasive thesis, how to support their thesis with strong arguments, and how to write effective counterarguments. Students will learn to organize their ideas clearly and effectively and will have the opportunity to develop an opinion essay on a topic important to them. Students will take their opinion essay through the writing process to publication.	Essential Questions, Conceptual Understandings
On-going	10.1. Identify characteristics of effective opinion/persuasive writing by reading published and student mentor texts/models. (RI.5.5, RI.5.8) 10.2. Determine an author’s point of view in an opinion/ persuasive text. (RI.5.6) 10.3. Identify main ideas and various types of supporting details in opinion/persuasive writing. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing	Essential Questions: How are logical opinion techniques used in writing to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s opinion? How does knowledge of an audience shape the writer’s decisions in presenting an opinion? Conceptual Understandings: The purpose of opinion writing is to convince a reader to take a certain action or adopt a point of view by presenting valid reasoning and factual evidence, which appeals to the emotions and self-interest of the reader. Knowledge of an audience helps the writer support their thesis with convincing arguments and effective counter arguments that address the opposing point of view, and possible concerns of their reader.	Learning Activities: Anticipation guide Activate prior knowledge Learning to use textual evidence Quick writes Mini-lessons (e.g., thesis and topic sentences, author’s bias, effective counter arguments, etc.) Mentor texts Guided and independent evaluation of the effectiveness of writing techniques used in mentor/sample opinion essays Modeled, shared, guided and independent writing Peer conferencing Writing conferences Assessment Models: Persuasive essay graded with holistic rubric Rubric Graphic organizers