

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Reading/Language Arts –Grade 5

Curriculum writing committee:

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Grade Level: 5

Date of Board Approval: _____ 2021 _____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Example only: Course Weighting: Algebra 1

Chapter Tests	40%
Mid-Chapter Check Point	30%
Homework/Classwork	10%
Quizzes	20%
Total	100%

Curriculum Map

Overview:

Goals:

Course Description: These courses are research-based comprehensive reading and language arts programs. The literature is organized around themes and is forty percent fiction and sixty percent nonfiction. Every reading selection emphasizes a science or social studies concept and includes differentiated instruction and on-going progress monitoring. The weekly lessons must include both whole group and small group instruction. The small group instruction will be at the student’s instructional reading level. There are a number of assessments, and there is a technology component

Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose

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Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one’s ability to express ideas and information.

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Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Effective research requires multiple sources of information to gain or expand knowledge.

Textbook and Supplemental Resources:

Reading Wonders

Curriculum Plan

Time/Days

BY unit list

- **Standards (by number):**

CC.1.2.5.D	CC.1.2.5.E
CC.1.2.5.F	CC.1.2.5.G
CC.1.2.5.J	CC.1.3.5.A
CC.1.3.5.B	CC.1.3.5.C
CC.1.3.5.D	CC.1.3.5.E
CC.1.3.5.F	CC.1.3.5.J
CC.1.4.5.D	CC.1.4.5.E
CC.1.4.5.F	CC.1.4.5.I
CC.1.4.5.K	CC.1.4.5.L
CC.1.4.5.M	CC.1.4.5.N
CC.1.4.5.O	CC.1.4.5.P
CC.1.4.5.R	CC.1.4.5.T
CC.1.5.5.C	

- **Anchors:**

E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature

E05.A-C.2.1 Demonstrate understanding of craft and structure in literature

E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature

E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E05.D.1.1 Demonstrate command of the conventions of standard English Grammar and usage.

E05.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and Spelling.

E05.D.2.1 Use knowledge of language and its conventions

E05.E.1.1 Draw Evidence from literary or informational texts to support analysis, reflection, and/or research.

- **Eligible Content:**

E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g.; how characters interact).

E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe and author's purpose and explain how it is conveyed in the text.

E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

E02.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions.

E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.

E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor)

E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two, there, their, they're).

E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E05.D.1.2.1 Use punctuation to separate items in a series.

E05.D.1.2.2 Use a comma to separate and introductory element from the rest of the sentence.

E05.D.1.2.3 Use a comma to set off the words yes and no (e.g., Yes, Thank you) to set off a tag question from the rest of the sentence (e.g., is that you, Steve?).

E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

E05.D.1.2.5 Spell Grade-appropriate words correctly.

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and phrases to convey ideas precisely

E05.D.2.1.3 Choose punctuation for effect.

E05.D.2.1.4 Choose words and phrases for effect.

E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E05.E.1.1.5 Establish and maintain a formal style.

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Instructional Methods:

Flexible small group differentiated instruction will occur based on student need. Teachers will utilize direct instruction and may also use workstations, independent practice and/or partner or group work options during small group instruction. Suggested materials and resources for use during small group instruction include: Differentiated Workstation Activity Cards, Practice Book, Blast Assignments, Expand Vocabulary Activities, Process Writing and Peer Conferencing, Word Sorts, Fluency Practice, Research and Inquiry Projects, Leveled Readers/Activities, Online Games and Activities, Self-Selected Reading, Self-Selected Writing, Writer's Notebook, Spiral Review.

Unit: 1 Weeks 1 and 2

Genre Study: Narrative Nonfiction

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How can experiencing nature change the way you think about it?

Comprehension/Genre/Author's Craft

Student Outcomes- **Check marked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Identify cause-effect relationships
- Monitor comprehension and make adjustments by asking and answering questions
- Understand first and third person points of view
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Capturing the Natural World" teacher read aloud

Shared Read- "A Life in the Woods"

Literature Anthology: *Camping with the President*

Paired Selection: "A Walk with Teddy"

Leveled Readers

Vocabulary:

- ✓ Determine the meaning and pronunciation of homographs

Phonics and Spelling:

Week 1: Short Vowels

Week 2: Long Vowels

Fluency:

Week 1: Accuracy and Expression

Week 2: Intonation

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Personal Narrative

- Plan a personal narrative
- Week 1 Model and Plan- Reading/Writing Companion pp. 24-26
- Week 2 Draft- Reading/Writing Companion pp.27

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 1- Reading/Writing Companion pp. 12 (Teacher model, ungraded writing)
- ✓ Week 2- Reading and Writing Companion pp. 17 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Capturing the Natural World"
- Present information about significance of national parks to our country

Grammar:

Week 1: Sentences; Punctuate Sentences

Week 2: Subjects and Predicates; Commas

- ✓ Identify different types of sentences, including sentence fragments
- ✓ Identify subject and predicates

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Multiple Meaning Words with Pictures
- Words with un-, dis-, in-, im-, and non-

Comprehension:

- Read passages about famous places
- Match causes and effects in informational texts
- Identify the narrative point of view

Writing:

- Sort sensory details
- Put the sentences in order

Grammar and Mechanics:

- Identify the complete subject or predicate of a sentence
- Identify the simple subject or predicate of a sentence

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 1 Weeks 3 and 4

Genre Study: Realistic Fiction

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do we get the things we need?

Comprehension/Genre/Author's Craft

Student Outcomes- Checkmarked items are tested in Wonders assessments

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Analyze character, setting, and plot: sequence
- Monitor comprehension and make adjustments by asking and answering questions
- Understand the purpose of anecdotes
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "Finding a Way" teacher read aloud

Shared Read- "A Fresh Idea"

Literature Anthology: *One Hen*

Paired Selection: "Reading Between the Dots"

Leveled Readers

Vocabulary:

- ✓ Use context clues to understand meaning

Phonics and Spelling:

Week 3: Words with sounds of long u

Week 4: r- controlled vowels

Fluency:

Week 3: Expression and Phrasing

Week 4: Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Personal Narrative

- Revise and edit a personal narrative
- Weeks 3- Revise- Reading/Writing Companion pp.28
- Week 4- Peer conference- Reading/Writing Companion pp.29

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3- Reading/Writing Companion pp. 44 (Teacher modeled, ungraded writing)
- ✓ Week 4- Reading and Writing Companion pp. 49 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Finding a Way"
- Present information about significance the history the farming industry

Grammar:

Week 3: Compound sentences; punctuation in Compound sentences

Week 4: Complex Sentences; Commas

- ✓ Identify and punctuate compound sentences
- Identify complex sentences

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Find words using context
- Determine the meaning of a word with a suffix

Comprehension:

- Identify story elements
- Read realistic fiction with illustrations

Writing:

- Choose the best concluding sentence
- Correct errors with signs

Grammar and Mechanics:

- Is the sentence simple or compound?
- Is the sentence simple, compound, or complex?
- Create compound sentences
- Commas with compound and complex sentences

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 1 Week 5

Genre Study: Argumentative Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What are the positive and negative effects of new technology?

Comprehension/Genre/Author's Craft

Student Outcomes- **Check marked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text

- ✓ Make inferences to support understanding
- ✓ Identify the author's point of view
- Reread to monitor comprehension
- Analyze the author's purpose
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Electronic Books: A New Way to Read" teacher read aloud

Shared Read- "Are Electronic Devices Good for Us?"

Literature Anthology: *The Future of Transportation*

Paired Selection: "Getting from Here to There"

Leveled Readers

Vocabulary:

- ✓ Identify the meanings of Greek and Latin prefixes

Phonics and Spelling:

Week 5: r- controlled vowel

Fluency:

Week 5: Accuracy and Phrasing

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Personal Narrative

- Week 5 Edit and Proofread- Reading/Writing Companion pp. 30

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Electronic Books: A New Way to Read"
- Present information about the positive and negative effects of technology.

Grammar:

Week 5: Run-on sentences; Correcting run-on sentences

- ✓ Identify and correct run-on sentences and fragments

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Words with pre-

- Words with re-

Comprehension:

- Read passages about business and technology
- Distinguish fact from opinions
- Identify the purpose of a text

Writing:

- Choose the best topic sentence
- Identify an author's statement of opinion

Grammar and Mechanics:

- Is it a complete sentence or a run-on?
- Is it a complete sentence, fragment, or run-on?

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 1 Week 6

Review, Extend Learning, and Assess

- Finish Personal Narrative Essay
- See Teacher Manual pp. T296-T332

Unit: 2 Weeks 1 and 2

Genre Study: Expository Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What do good problem solvers do?

Comprehension/Genre/Author's Craft

Student Outcomes- **Check marked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Evaluate author's use of problem and solution text structure.
- Reread to monitor and adjust comprehension
- Analyze the author's use of print features
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "The Haudenosaunee Confederacy" teacher read aloud

Shared Read- "Creating a Nation"

Literature Anthology: "*Who Wrote the US Constitution*"

Paired Selection: "Wordsmiths"

Leveled Readers

Vocabulary:

- ✓ Use context clues to understand meaning

Phonics and Spelling:

Week 1: Variant Vowel, Diphthongs

Week 2: Plurals

Fluency:

Week 1: Accuracy and Rate

Week 2: Accuracy and Expression

Writing (Utilize Reading Writing Companion Weeks 1 - 6 and Writer's Notebook)

Writing Process: Expository Essay

- Plan and draft an expository essay
- Week 1 model and plan pages 122 - 123
- Week 2 Research and Write draft pages 124 - 125

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Teacher model Week 1- Reading/Writing Companion pp. 110
- ✓ Week 2- Reading and Writing Companion pp. 115

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "The Haudenosaunee Confederacy"
- Present information about the US Constitution

Grammar:

Week 1: Kinds of Nouns; Capitalizing Proper Nouns

Week 2: Singular and Plural Nouns

- ✓ Capitalizing Proper Nouns
- ✓ Singular and Plural Nouns

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Use context to identify the meaning of a word
- Use dictionary definitions

Comprehension:

- Match problems with their solutions
- Select and use text features
- Read graphic organizers
- Read passages about history

Writing:

- Identify and correct plagiarism
- Identify supporting details in informational text

Phonics and Spelling:

- Use regular plurals with s, es, ies, and ves

Grammar and Mechanics:

- Identify nouns with abstract nouns
- Form and use plurals of nouns ending in f, fe, o, and y
- Correct capitalization errors

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 2 Weeks 3 and 4

Genre Study: Folktale

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: When has a plan helped you accomplish a task?

Comprehension/Genre/Author's Craft

Student Outcomes- **Check marked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Infer multiple themes
- Make, correct, or confirm predictions
- Recognize logical order and order of importance
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "Lost Lake and the Golden Cup" teacher read aloud

Shared Read- "The Magical Lost Brocade"

Literature Anthology: *Blancaflor*

Paired Selection: "From Tale to Table"

Leveled Readers

Vocabulary:

- ✓ Explain the use of personification

Phonics and Spelling:

Week 3: Inflectional Endings

Week 4: Contractions

Fluency:

Week 3: Expression and Phrasing

Week 4: Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Expository Essay

- Week 3 Revise page 126
- Week 4 Peer Conference page 127

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3 - Reading Writing Companion pp. 166 Teacher modeled undgraded
- ✓ Week 4- Reading and Writing Companion pp. 170

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Lost Lake and the Golden Cup"
- Present information about food webs

Grammar:

Week 3: More Plural Nouns

Week 4: Possessive Nouns; Adding s or 's

- ✓ Identify and use plural nouns correctly

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Analyze the effects of figures of speech on meaning and tone
- Sort words by shared Greek or Latin roots

Comprehension:

- Determine the themes of short stories
- Read fantasy with illustrations

Writing:

- Order items from most general to most specific
- Correct errors with frequently confused words

Grammar and Mechanics:

- Identify plurals, singular possessives, and plural possessives
- Form the singular or plural possessive

Phonics and spelling

- Pronoun-verb contractions
- Form and use the regular past tense

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 2 Week 5

Genre Study: Poetry

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What motivates you to accomplish a goal?

Comprehension/Genre/Author's Craft

Student Outcomes- Checkmarked items are tested in *Wonders* assessments

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Infer multiple themes
- Evaluate author's use of repetition and rhyme
- Analyze author's voice
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "How to Make a Friend" teacher read aloud

Shared Read- "A Simple Plan" "Rescue"

Literature Anthology: *Stage Fright, Catching Quiet*

Paired Selection: "Foul Shot"

Leveled Readers

Vocabulary:

- ✓ Identify the meanings of Greek and Latin prefixes

Phonics and Spelling:

Week 5: r- controlled vowel

Fluency:

Week 5: Accuracy and Phrasing

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Expository Essay

- Week 5 Edit and Proofread page 128

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "How to Make a Friend"
- Present information about a historical event

Grammar:

Week 5: Prepositional Phrases; Punctuating Titles and Letters

- ✓ Identify prepositional phrases

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Identify elements of poetry
- Which definition matches the sentence

Comprehension:

- Label the rhyme scheme
- Read poetry

Writing:

- Identify sensory details
- Identify similes and metaphors

Grammar and Mechanics:

- Identify prepositions and their objects
- Identify prepositional phrases
- Formatting titles

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 2 Week 6

Review, Extend Learning, and Assess

- Finish Expository Essay
- See Teacher Manual pp. T296-T332

Unit: 3 Weeks 1 and 2

Genre Study: Realistic Fiction

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What can learning about different cultures teach us?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Infer multiple themes
- Summarize text in ways that maintain meaning and logical order
- Explain author's purpose
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "Foods for Thought" teacher read aloud

Shared Read- "A Reluctant Traveler"

Literature Anthology: *They Don't Mean It!*

Paired Selection: "Where did that Come From?"

Leveled Readers

Vocabulary:

- ✓ Use context clues to understand meaning

Phonics and Spelling:

Week 1: Open Syllables

Week 2: Open Syllables (V/V)

Fluency:

Week 1: Intonation

Week 2: Expression and Phrasing

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process:

- Plan an Opinion Essay (NOTE: Pull this from the Unit 1-2 Reading/Writing Companion and Unit 1 Teacher's Manual T242-249 and T310-317)
- Week 1 Model and Plan- Reading/Writing Companion pp. 78-80
- Week 2 Draft- Reading/Writing Companion pp. 81

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 1- Reading/Writing Companion pp. 12 (Teacher model, ungraded writing)
- ✓ Week 2- Reading and Writing Companion pp. 17 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Foods for Thought"
- Present information about an immigrant culture

Grammar:

Week 1: Action Verbs; Subject-Verb Agreement

Week 2: Verb tenses; Avoid Shifting tenses

- ✓ Identify action verbs
- ✓ Use verb tenses correctly

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Determine the meaning of domain specific words with pictures
- Identify the meanings of idioms and adages

Comprehension:

- Summarize a story
- Draw inferences from a text
- Read realistic fiction

Writing:

- Show character emotions and traits
- Determine the order of events in informational text

Grammar and Mechanics:

- Use the correct subject or verb
- Use the correct subject or verb- with compound subjects
- Correct inappropriate shifts in verb tense

Formative

- Bi-Weekly assessment- Progress Monitoring Assessments
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 3 Weeks 3 and 4

Genre Study: Expository Informational Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What benefits come from people working together?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Identify main ideas and key details
- Ask and answer questions to monitor comprehension
- Describe literal and figurative language
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Teamwork in Space" teacher read aloud

Shared Read- "Gulf Spill Superheroes"

Literature Anthology: *Winter's Tail*

Paired Selection: "Helping Hands"

Leveled Readers

Vocabulary:

- ✓ Use Latin roots to determine meaning

Phonics and Spelling:

Week 3: Vowel Team Syllables

Week 4: Consonant +le Syllables

Fluency:

Week 3: Accuracy and Rate

Week 4: Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process:

- Plan an Opinion Essay (NOTE: Pull this from the Unit 1-2 Reading/Writing Companion)
- Week 3- Revise- Reading/Writing Companion pp. 82
- Week 4- Peer conference- Reading/Writing Companion pp. 83

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3- Reading/Writing Companion pp. 44 (Teacher model, ungraded writing)
- ✓ Week 4- Reading and Writing Companion pp. 49 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Teamwork in Space"
- Present information about animal rescue groups

Grammar:

Week 3: Main and Helping Verbs; Special Helping Verbs; Contractions;
Troublesome Words

Week 4: Linking Verbs; Punctuating Titles and Product Names

- ✓ Identify action verbs
- ✓ Use verb tenses correctly

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Use the meanings of words as clues to the meanings of Greek and Latin roots
- Use words as clues to the meanings of Greek and Latin roots
- Similes and metaphors with pictures

Comprehension:

- Use key details to determine main idea
- Determine the main idea of a passage
- Determine the meaning of similes and metaphors

Writing:

- Revise the sentence using a stronger verb
- Correct errors with frequently confused words

Grammar and Mechanics:

- Identify main verbs and helping verbs
- Contractions with not
- Formatting and capitalizing titles

Formative

- Bi-Weekly assessment- Progress Monitoring Assessments
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 3 Week 5

Genre Study: Argumentative Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do we explain what happened in the past?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Identify the author's point of view
- Summarize a text
- Explain figurative language
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Stonehenge: Puzzle from the Past" teacher read aloud

Shared Read- "What was the Purpose of Inca's Knotted Strings?"

Literature Anthology: *Machu Picchu: Ancient City*

Paired Selection: "Dig this Technology!"

Leveled Readers

Vocabulary:

- ✓ Use context clues to understand meaning

Phonics and Spelling:

Week 5: r-controlled Vowel syllables

Fluency:

Week 5: Accuracy and Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Opinion Writing

- Week 5 Edit and Proofread- Reading/Writing Companion pp. 84

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Stonehenge: Puzzle from the Past"
- Present information about a Native American civilization

Grammar:

Week 5: Irregular Verbs; Correct Verb Usage

- ✓ Use the past tense of irregular verbs

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Use academic vocabulary in context

Comprehension:

- Compare and contrast points of view
- Read passages about history

Writing:

- Organize information by main idea

Grammar and Mechanics:

- Form and use the irregular past tense

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 3 Week 6

Review, Extend Learning, and Assess

- Finish Opinion Essay
- See Teacher Manual pp. T294-297

Unit: 4 Weeks 1 and 2

Genre Study: Biography

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What can people do to bring about a positive change?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Explain author's point of view
- Summarize text in ways that maintain meaning and logical order
- Analyze the author's use of text structure
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Fighting for Change" teacher read aloud

Shared Read- "Frederick Douglass: Freedom's Voice"

Literature Anthology: *Rosa*

Paired Selection: "Our Voices, Our Votes"

Leveled Readers

Vocabulary:

- ✓ Identify the meaning of words with prefixes and suffixes

Phonics and Spelling:

Week 1: Words with Final /el/ and /en/

Week 2: Prefixes

Fluency:

Week 1: Expression

Week 2: Accuracy and Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Biography

- Plan and draft a biography
- Week 1 Model and Plan- Reading/Writing Companion pp. 122-124
- Week 2 Draft- Reading/Writing Companion pp.125

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 1- Reading/Writing Companion pp. 110 (Teacher model, ungraded writing)
- ✓ Week 2- Reading and Writing Companion pp. 115 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Fight for Change"
- Present information about a civil rights figure

Grammar:

Week 1: Pronouns and Antecedents; Pronoun Antecedent Agreement

Week 2: Kinds of Pronouns; Quotation Marks in Dialogue

- ✓ Identify pronouns and antecedents

- Use different kinds of pronouns
- Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Words with sub-
- Words with -able and -ible
- Sort words with shared prefixes and suffixes by meaning
- Words with mis-

Comprehension:

- Read passages about famous people
- Choose reasons to support an opinion
- Identify text structures

Writing:

- Remove the sentence that does not belong
- Choose the best transition

Grammar and Mechanics:

- Choose between subject and object personal pronouns
- Replace the noun with a personal pronoun
- Punctuating dialogue
- Identify pronouns and antecedents

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 4 Weeks 3 and 4

Genre Study: Drama

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What can you discover when you give things a second look?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Identify point of view
- Visualize to deepen understanding
- Explain the use of figurative language
- ✓ Identify structural elements

Core Activities/Instructional Methods

Introduce the concept: "The Mystery Riddle " teacher read aloud

Shared Read- "Where's Brownie"

Literature Anthology: *A Window into History: The Mystery of the Cellar Window*

Paired Selection: "A Boy, a Horse, and a Fiddle"

Leveled Readers

Vocabulary:

- ✓ Explain the use and meaning of adages and proverbs

Phonics and Spelling:

Week 3: Homographs

Week 4: Words with /ch er/ and /zh er/

Fluency:

Week 3: Phrasing

Week 4: Accuracy and Expression

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Biography

- Revise and edit a Biography
- Weeks 3- Revise- Reading/Writing Companion pp.126
- Week 4- Peer conference- Reading/Writing Companion pp.127

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3- Reading/Writing Companion pp. 142 (Teacher modeled, ungraded writing)
- ✓ Week 4- Reading and Writing Companion pp. 147 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions; paraphrase portions of "The Mystery Riddle"; present information about the Underground Railroad

Grammar:

Week 3: Pronoun-Verb Agreement; Abbreviations

Week 4: Possessive Pronouns; Apostrophes, Possessives, and Reflexive Pronouns

- ✓ Use pronoun-verb agreement
- ✓ Use possessive pronouns

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Identify the meaning of idioms and adages: set 2
- Choose the synonym
- Choose the antonym

Comprehension:

- Compare and contrast points of view
- Read drama

Phonics and spelling

- Which sentence matches the definition?

Writing:

- Choose the best concluding sentence
- Create varied sentences based on models

Grammar and Mechanics:

- Use possessive pronouns
- Use reflexive pronouns
- Use the correct subject or verb - with compound subjects
- Pronoun-verb contractions

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 4 Week 5

Genre Study: Poetry

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do you express something that is important to you?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Infer multiple themes
- Analyze stanza and meter
- Explain how the author's use of language contributes to voice
- ✓ Identify elements of lyric and free verse poetry

Core Activities/Instructional Methods

Introduce the concept: "I'm a Swimmer" teacher read aloud

Shared Read- "How Do I Hold the Summer?," "Catching a Fly," "When I Dance"

Literature Anthology: *Words Free as Confetti* and *Dreams*

Paired Selection: "A Story of How a Wall Stands"

Leveled Readers

Vocabulary:

- ✓ Identify and explain the use of similes and metaphors

Phonics and Spelling:

Week 5: Suffixes *-ance* and *-ence*

Fluency:

Week 5: Expression and Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Personal Narrative

- Week 5 Edit and Proofread- Reading/Writing Companion pp. 128

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "I'm a Swimmer"
- Present information about national holidays

Grammar:

Week 5: Pronouns and Homophones; Punctuating poetry

- ✓ Identify pronouns and homophones

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Determine the meaning of similes and metaphors

Comprehension:

- Read poetry

Phonics and Spelling

- Sort words with shared suffixes by part of speech

Writing:

- Add imagery to stories

Grammar and Mechanics:

- Use the correct frequently confused

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 4 Week 6

Review, Extend Learning, and Assess

- Finish Biography Essay
- See Teacher Manual pp. T294-T332

Unit: 5 Weeks 1 and 2

Genre Study: Expository Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How can scientific knowledge change over time?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Use text evidence to explain causes and effects
- Monitor comprehension by asking and answering questions
- Analyze the author's use of imagery
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "The Sun: Our Star" teacher read aloud

Shared Read- "Changing Views of Earth"

Literature Anthology: *When is a Planet not a Planet?*

Paired Selection: "The Crown and the Pitcher"

Leveled Readers

Vocabulary:

- ✓ Identify the meaning of words with Greek Roots

Phonics and Spelling:

Week 1: Suffixes

Week 2: Homophones

Fluency:

Week 1: Expression

Week 2: Accuracy and Phrasing

Writing (Utilize Reading Writing Companion Weeks 1 - 6 and Writer's Notebook)

Writing Process: Opinion Essay (NOTE: Pull this from the Unit 5-6

Reading/Writing Companion and Unit 5 Teacher's Manual T242-249 and T310-317)

- Plan and draft an opinion essay
- Week 1 model and plan page 79
- Week 2 Research and Write draft pages 80 - 81

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Teacher model Week 1- Reading/Writing Companion pp. 12
- ✓ Week 2- Reading and Writing Companion pp. 17

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "The Sun: Our Star"
- Present podcast about the relationship between the Earth, the Sun, and the Moon

Components of Social and Emotional Learning

Grammar:

Week 1: Clauses; Appositives

Week 2: Complex Sentences; Commas with Clauses

- ✓ Identify independent and dependent clauses

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Determine the meanings of Greek and Latin roots
- Determine the meanings of words with Greek and Latin roots
- Use thesaurus entries

Comprehension:

- Read passages about science and nature
- Match causes and effects in informational texts
- Combine main ideas from two texts

Writing:

- Identify and correct plagiarism
- Organize information by main idea

Phonics and Spelling:

- Homophones with pictures
- Determine the meaning of a word with ly or ness

Grammar and Mechanics:

- Identify dependent and independent clauses
- Commas with compound and complex sentences

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 5 Weeks 3 and 4

Genre Study: Historical Fiction

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do shared experiences help people adapt to change?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Compare and contrast characters
- Make, correct, or confirm predictions
- Analyze the author's use of compare and contrast text structure
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "Starting Over" teacher read aloud

Shared Read- "The Day the Rollets Got Their Moxie Back"

Literature Anthology: *Bud, Not Buddy*

Paired Selection: "Musical Impressions of the Great Depression"

Leveled Readers

Vocabulary:

- ✓ Describe how the author's use of idioms achieves specific purposes

Phonics and Spelling:

Week 3: Prefixes

Week 4: Suffixes less and ness

Fluency:

Week 3: Rate

Week 4: Accuracy

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Opinion Essay

- Week 3 Revise page 82
- Week 4 Peer Conference page 83

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3 - Reading Writing Companion pp. 68 Teacher modeled ungraded
- ✓ Week 4- Reading and Writing Companion pp. 72

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Starting Over"
- Present information about the Great Depression

Grammar:

Week 3: Adjectives; Capitalization and Punctuation

Week 4: Adjectives that Compare; Using More and Most

- ✓ Use adjectives that compare

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Determine the meaning of idioms from context: set 1
- Determine the meaning of idioms from context: set 2

Comprehension:

- Compare and contrast characters
- Read historical fiction with illustrations

Writing:

- Put the sentences in order
- Compare information from two texts
- Use coordinating conjunctions

Grammar and Mechanics:

- Use adjectives to compare
- Use adjectives with more and most
- Correct capitalization errors
- Order the words to create a sentence

Phonics and spelling

- Pronoun-verb contractions
- Form and use the regular past tense

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 5 Week 5

Genre Study: Argumentative text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do natural events and human activities affect the environment?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Analyze the author's point of view
- Ask and answer questions to monitor comprehension
- Identify and explain the meaning of puns
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Dams: Harnessing the Power of Water" teacher read aloud

Shared Read- "Should Plants and Animals from Other Places Live Here"

Literature Anthology: *The Case of the Missing Bees*

Paired Selection: "Busy, Beneficial Bees"

Leveled Readers

Vocabulary:

- ✓ Identify the meaning of words with shared roots

Phonics and Spelling:

Week 5: suffix ion

Fluency:

Week 5: Accuracy and Rate

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Opinion Essay

- Week 5 Edit and Proofread page 84 -85

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Dams: Harnessing the Power of Water"
- Present information about an invasive plants or animal species

Grammar:

Week 5: Comparing with Good and Bad: Irregular Comparative Forms

- ✓ Compare with Good and Bad

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Match words with Greek and Latin roots to their meanings

Comprehension:

- Read passages about animals
- Which sentence is more formal?

Writing:

- Choose reasons to support an opinion
- Identify supporting details in literary texts

Grammar and Mechanics:

- Good, better, best, bad, worse, and worst
-

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 5 Week 6

Review, Extend Learning, and Assess

- Finish Opinion Essay
- See Teacher Manual pp. T296-T332

Unit: 6 Weeks 1 and 2

Genre Study: Historical Fiction

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How do different groups contribute to a cause?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Infer multiple themes
- Summarize texts in ways that maintain meaning
- Analyze print and graphic features
- ✓ Identify and use literary elements

Core Activities/Instructional Methods

Introduce the concept: "Hope for Troops" teacher read aloud

Shared Read- "Shipped Out"

Literature Anthology: *The Unbreakable Code*

Paired Selection: "Allies in Action"

Leveled Readers

Vocabulary:

- ✓ Determine the meanings of homophones

Phonics and Spelling:

Week 1: Words with Greek Roots

Week 2: Words with Latin Roots

Fluency:

Week 1: Expression and Phrasing

Week 2: Intonation

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Historical Fiction

- Plan a Historical Fiction story
- Week 1 Model and Plan- Reading/Writing Companion pp. 122-124
- Week 2 Draft- Reading/Writing Companion pp. 125

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 1- Reading/Writing Companion pp. 110 (Teacher model, ungraded writing)
- ✓ Week 2- Reading and Writing Companion pp. 115 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Hope for the Troops"
- Present information about World War II

Grammar:

Week 1: Words with Greek Roots

Week 2: Words with Latin Roots

- ✓ Identify adverbs
- ✓ Use adverbs that compare

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Use the correct homophone
- Analyze the effects of figures of speech on meaning and tone

Comprehension:

- Read historical fiction
- Summarize a story
- Select and use text features
- Read graphic organizers

Phonics and spelling

- Use Greek and Latin roots as clues to the meaning of words

Writing:

- Use actions and dialogue to understand characters
- Identify time-order words

Grammar and Mechanics:

- Identify adverbs
- Use adverbs to compare
- Formatting street addresses
- Which sentence is more formal?

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 6 Weeks 3 and 4

Genre Study: Expository Text

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: How are living things adapted to their environment?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in *Wonders* assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Analyze text structure: cause and effect
- Ask and answer questions
- Understand the use of first- and third- person point of view
- ✓ Identify and use text features

Core Activities/Instructional Methods

Introduce the concept: "Bacteria: They're Everywhere" teacher read aloud

Shared Read- "Mysterious Oceans"

Literature Anthology: *Survival at 40 Below*

Paired Selection: "Why the Evergreen Trees Never Lose Their Leaves"
Leveled Readers

Vocabulary:

- ✓ Use context clues to determine meaning

Phonics and Spelling:

Week 3: Words from Mythology

Week 4: Number Prefixes *uni-*, *bi-*, *tri-*, *cent-*

Fluency:

Week 3: Accuracy and Rate

Week 4: Expression and Phrasing

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Historical Fiction

- Revise and edit a historical fiction story
- Week 3- Revise- Reading/Writing Companion pp. 126
- Week 4- Peer conference- Reading/Writing Companion pp. 127

Analytical Writing

- ✓ Writing responses that demonstrate understanding
- Week 3- Reading/Writing Companion pp. 142 (Teacher modeled, ungraded writing)
- ✓ Week 4- Reading and Writing Companion pp. 147 (This writing is an assessment)

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "Bacteria: They're Everywhere"
- Present information about animal adaptations

Grammar:

Week 3: Negatives; Correct Double Negatives

Week 4: Sentence Combining; Commas and Colons
✓ Use negatives. Combine sentences
Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book
Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations

As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Determine the meaning of words using synonyms in context
- Identify elements of poetry

Comprehension:

- Read passages about science and nature
- Identify text structures
- Identify the narrative point of view

Writing:

- Choose the best transition
- Correct errors with signs

Grammar and Mechanics:

- Create compound sentences

Formative

- Bi-Weekly assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 6 Week 5

Genre Study: Poetry

Corresponding novel studies:

Teachers can choose from their home school library what novels are available that may coincide with the skills taught in this unit.

Essential Question: What can connections to the world teach us?

Comprehension/Genre/Author's Craft

Student Outcomes- **Checkmarked items are tested in Wonders assessments**

- ✓ Cite relevant evidence from text
- ✓ Make inferences to support understanding
- ✓ Analyze the narrator's point of view
- Identify and explain the use of assonance and consonance
- Describe how the author's use of imagery achieves specific purposes
- ✓ Identify elements of lyric and narrative poetry

Core Activities/Instructional Methods

Introduce the concept: "The Beat" teacher read aloud

Shared Read- "To Travel!" and "Wind Blossoms"

Literature Anthology: *You Are My Music* and *You and I*

Paired Selection: "A Time to Talk"

Leveled Readers

Vocabulary:

- ✓ Identify and explain personification

Phonics and Spelling:

Week 5: Suffixes *-ible*, *-able*

Fluency:

Week 5: Accuracy and Phrasing

Writing (Utilize Reading Writing Companion and Writer's Notebook)

Writing Process: Historical Fiction

- Week 5 Edit and Proofread- Reading/Writing Companion pp. 128 and 129

Speaking and Listening

- Engage in collaborative discussions
- Paraphrase portions of "The Beat"
- Present information about writing an email

Grammar:

Week 5: Prepositional Phrases; Pronouns in Prepositional Phrases

- ✓ Identify prepositional phrases

Components of Social and Emotional Learning

Differentiation: Extensions/Correctives

Approaching or On Level Practice Book

Differentiated Workstation Activity Cards

Assessments: All formative and summative assessments will be read by students unless otherwise noted in IEP documentation.

Diagnostic

Informal Student observations
As per District Assessment Plan

IXL Weekly Skills-

Vocabulary:

- Use personification

Comprehension:

- Read poetry
- Identify sensory details
- Identify the purpose of a text

Phonics and Spelling

- Words with -able and -ible

Writing:

- Label the rhyme scheme
- Sort sensory details

Grammar and Mechanics:

- Prepositions: review

Formative

- Week 5 assessment
- ELA Weekly Assessment spelling/grammar
 - Grammar- See district 5th grade Schoology course for assessment
 - Spelling- See district 5th grade Schoology course for assessment

Summative

- Unit Test
- Assessment as per District Assessment Plan

Unit: 6 Week 6

Review, Extend Learning, and Assess

- Finish Historical Fiction Essay
- See Teacher Manual pp. T296-T332

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>