

**Saint Theresa of Avila School- West Roxbury, MA**  
**Curriculum Maps**

<b>Subject:</b> <b>English Language Arts</b>	<b>Grade: 5</b>
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Time Frame	Essential Question	Topic	Content	Resources	Assessments	Standards
<b>September</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	Greek and Latin Roots and Vocabulary Building Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes. Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.	Wordly Wise 3000, Kenneth Hodkinson	Practice Review Exercises Puzzles Lessons Midterm Final Tests Quizlet Practice Tests on line	5.L.2e 5.L.4 5.L.4a 5.L.4b 5.L.4c 5.L.5 5.L.5a 5.L.5b 5.L.5c
<b>Literacy:</b>	How can students prepare for literature discussion in order to participate fully? How can I develop theories about the main characters, as well as the minor characters, wondering how they influence the main character?  How do you compare and contrast characters, setting, and events? What are the important events in the story?	Realistic Fiction:  Character	Determining just right books for independent reading, attending to details and ability to cite/quote areas of text to support thinking, actively summarize. Strategies to monitor comprehension : activate schema and prior knowledge, making connections, reread, adjust reading rate, visualize, question. Review literary elements including plot, setting, problem/ solution with a focus on characterization. Set a purpose for reading. Explore a variety of genres and understand the purpose, characteristics, and audience for each type of text. Ask and answer questions and are able to refer explicitly to the text in response to questions. Provide low level, high interest literature from a variety of genres for striving readers	Wonder by R.J. Palacio The Kid in the Red Jacket by Barbara Park, Dear Mr. Henshaw by Beverly Cleary <i>The Boy who Loved Words</i> <i>Amelia's Notebook</i> <i>First 30 Days of School</i> <i>Routines and Rituals</i> Grades 3-6, Day 17 Genre Anchor Posters	Rubric/Open Response Teacher observations/ conferences, Class discussion, Journal writing, Projects Portfolios Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	RL.5.1 RL.5.4 RL.5.2 5.RF.5 5.RL.1 5.RL.2 5.RL.4.
<b>Writing:</b>	What are the different types of writing?	Forms of Writing Writers recognize the three major types of writing (narrative, informative, persuasive).	Writers recognize the three major types of writing (narrative, informative, persuasive). Writers write about what they know and care about. Writers develop and use rituals, routines and procedures. Writers set a purpose and identify their audience when writing. Writers read like writers to improve their craft of writing. Writers understand the writing process. Writers talk about their writing with others Set a purpose and identify their audience when writing.	Exercises in English Level E Loyola Press Voyages in English Loyola Press. <i>Writers Notebook: Unlocking the Writer Within You</i> , Ralph Fletcher A Curricular Plan for The Writing Workshop: <i>Units of Study for Teaching Writing 3-5</i> by Lucy Calkin's Mentor Texts	Assigned Homework Rubrics Student Participation Independent group work and projects, Quizzes Presentations Essays or narratives writing projects Technology based assignments.	5.W.2 5.W.3 5.W.4 5.W.6

			<p>Read like writers to improve their craft of writing.</p> <p>Understand the writing process.</p> <p>Talk about their writing with others</p> <p>Brainstorm ideas to write about</p> <p>Stay on topic</p> <p>Expand ideas with details</p> <p>Revise &amp; edit</p>			
<b>October</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	<p>Greek and Latin Roots and Vocabulary Building</p> <p>Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes.</p> <p>Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.</p>	Wordly Wise 3000, Kenneth Hodkinson	<p>Practice</p> <p>Review Exercises</p> <p>Puzzles</p> <p>Lessons</p> <p>Midterm</p> <p>Final Tests</p> <p>Quizlet Practice</p> <p>Tests on line</p>	<p>5.L.2e</p> <p>5.L.4</p> <p>5.L.4a</p> <p>5.L.4b</p> <p>5.L.4c</p> <p>5.L.5</p> <p>5.L.5a</p> <p>5.L.5b</p> <p>5.L.5c</p>
<b>Literacy:</b>	How does the author develop characters both directly and indirectly so that the reader can understand motives and relate to the character?	Fiction: Character and Plot Development	<p>Readers build meaning of a text and understand characters by visualizing, predicting, and inferring.</p> <p>Readers understand how characters develop and change throughout a story, myth, legend or novel.</p> <p>Readers analyze how the plot is developed to deepen understanding of a story and/or character.</p> <p>Readers explain how text illustrations and multimedia representations contribute to the meaning of the text.</p> <p>Readers make inferences based on prior knowledge and evidence from the text.</p> <p>Readers compare and contrast various points of view from which different stories are narrated.</p> <p>Readers compare and contrast settings, themes, and plot patterns in stories, myths, and literature from different cultures.</p> <p>Determining an author's point of view and how it shapes events</p>	<p>Anchor charts with graphic supports and examples</p> <p>Thinking Maps and other graphic organizers-(i.e. how characters feel, think, what they say, how others see them)</p> <p>Audio Books</p> <p>Character sketches</p> <p>Teacher modeling</p> <p>Shared reading</p> <p>Various Mentor Texts to be used.</p> <p>RAZ Kids</p> <p>IXL: ELA</p>	<p>Rubric/Open Response</p> <p>Teacher observations/ conferences, Class discussion, Journal writing, Projects</p> <p>Portfolios</p> <p>Graphic organizers</p> <p>Comprehension &amp; Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation</p>	<p>RL.5.1</p> <p>RL.5.4</p> <p>RL.5.6</p> <p>RI.5.1</p> <p>RI.5.2</p> <p>RI.5.6</p> <p>RI.5.8</p> <p>5.RF.4</p>
<b>Writing:</b>	How do writers develop ideas into a good piece of writing?	Narrative Writing	<p>Writers express their thoughts and feelings through writing.</p> <p>Writer's study narratives in order to better understand how to write their own.</p> <p>Writers introduces the characters and setting in the beginning of the narrative then develops them throughout.</p> <p>Writers include dialogue, descriptive details, and transition words to develop their plot and ending.</p> <p>Writers create their own story /narrative.</p> <p>Writers share their narratives with others using various media to emphasize or enhance details.</p> <p>Brainstorm and develop ideas to write a 3-paragraph exposition with an introduction, a body, and a conclusion</p>	<p>Exercises in English Level E Loyola Press</p> <p>Voyages in English Loyola Press.</p> <p>Various Mentor texts such as: <i>Marshfield Dreams: When I Was a Kid</i>, Ralph Fletcher) <i>When I Was Young in the Mountains</i>, Cynthia Rylant, <i>Looking Back: A Book of Memories</i> by Lois Lowry <i>Selection of Patricia Polacco Books</i></p> <p>Anchor Chart Ideas: Characteristics of Narrative writing</p>	<p>Assigned Homework</p> <p>Student Participation</p> <p>Independent group work and projects, Quizzes</p> <p>Presentations</p> <p>Essays or narratives writing projects</p> <p>Technology based assignments.</p>	<p>W.5.3</p> <p>5.W.4</p> <p>W.5.1</p> <p>5.W.6.</p> <p>SL.5.1</p>

			Use details and expand ideas in an event sequence that tell an interesting story Use narrative techniques (i.e. figurative language, expressive vocabulary, and dialogue) to enhance writing Maintain focus on purpose and audience through the use of effective language and tone	Narrative vs. Expository Transition words		
<b>November</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	Greek and Latin Roots and Vocabulary Building Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes. Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.	Wordly Wise 3000, Kenneth Hodkinson	Practice Review Exercises Puzzles Lessons Midterm Final Tests Quizlet Practice Tests on line	5.L.2e 5.L.4 5.L.4a 5.L.4b 5.L.4c 5.L.5 5.L.5a 5.L.5b 5.L.5c
<b>Literacy:</b>	How can information help the reader understand a key element in history?	Nonfiction: Social Studies	Readers read multiple texts on a subject/topic to demonstrate knowledge. Readers identify key details that support two or more main ideas in nonfiction text. Readers think critically to explain the relationship between multiple events, people, ideas, or concepts. Readers recognize that every nonfiction text has a purpose and an intended audience. Readers identify the structures and features of nonfiction text to help them locate information and to increase their understanding of the content or topic. Readers compare and contrast the structure of people, places, ideas, or concepts across multiple texts.	Various Mentor Texts such as: <i>Shh! We're Writing The Constitution</i> <i>George vs. George</i> <i>Penny: The Forgotten Coin</i> by Denise Brennan-Nelson <i>If You Lived...</i> books ; <i>National Geographic for Kids</i> ; <i>Kids Discover Raz Kids</i>	Rubric/Open Response Teacher observations/ conferences, Class discussion, Journal writing, Projects Portfolios Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	5.RI.1 5.RI.2 5.RI.3 5.RI.4 5.RI.7 5.RI.9 5.RI.10
<b>Writing:</b>	How can you support your opinion and answer with direct and indirect quotes from text?  How can I organize my ideas in a paragraph?  Writing about reading and creating a notebook help understand the text and members of a book discussion?	Expository Writing	Writers know that informational writing can be biographies, autobiographies, descriptions, summaries of information, interpretations of data, procedural, and reports. Writers recognize that informational writing requires research, experimentation, or scientific investigation. Writers study mentor informational text in order to discover ways to organize and clearly present information. Writers zoom in on a topic to write with greater density. Writers quote information accurately. Writers analyze information to use in their informative essay, books or feature articles about topics of expertise. Writers develop introductory, body and concluding paragraphs which logically organizes the information. Writers include text features to enhance writing.	Exercises in English Level E Loyola Press Voyages in English Loyola Press.  Lucy Calkins <i>A Curriculum Plan, Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books</i> Various Mentor texts: <i>Time for Kids</i> <i>Weekly Reader</i> <i>Kids Discover</i> Magazines <i>If you...</i> books <i>National Geographic for Kids</i> RAZ Kids IXL: ELA	Rubrics Reflections Formal and Inofrmal writing Projects Assessments Preject based activities  Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions	5.W.1 5.W.2 5.W.4 5.W.5 5.W.6 5.W.8 5.W.9

			<p>Introduce the topic and support it with evidence (facts)</p> <p>Use a variety of reference materials to gather information.</p> <p>Develop introductory, body and concluding paragraphs that logically organizes the information.</p> <p>Provide in-depth information and supporting facts and details to fully develop a topic.</p> <p>Revise and edit writing to convey clear information about a topic.</p> <p>Grammar and Usage: capitalization, comma usage, apostrophe, punctuation of direct and indirect quotations and dialogue</p>			
<b>December</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	<p>Greek and Latin Roots and Vocabulary Building</p> <p>Common Spelling Patterns.</p> <p>Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes.</p> <p>Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.</p>	Wordly Wise 3000, Kenneth Hodkinson	<p>Practice</p> <p>Review Exercises</p> <p>Puzzles</p> <p>Lessons</p> <p>Midterm</p> <p>Final Tests</p> <p>Quizlet Practice</p> <p>Tests on line</p>	<p>5.L.2e</p> <p>5.L.4</p> <p>5.L.4a</p> <p>5.L.4b</p> <p>5.L.4c</p> <p>5.L.5</p> <p>5.L.5a</p> <p>5.L.5b</p> <p>5.L.5c</p>
<b>Literacy:</b>	How can using nonfiction text help answer inquisitive questions?	Nonfiction Content Area Reading: Science and/or Social Studies	<p>Readers understand the difference between informative, persuasive, and argumentative texts.</p> <p>Readers use information presented in various text or digital sources to explain relationships or interactions between people, events, ideas, or concepts.</p> <p>Readers identify their inquiry topic, research information, and generate new questions to pursue.</p> <p>Readers identify and analyze the reason(s) an author uses in a text to support the claim.</p> <p>Readers compare and contrast an event/topic across multiple texts or digital sources.</p> <p>Readers quote information from a text when explaining or making inferences. .</p>	<p>Lucy Calkins <i>A Curricular Plan</i>, Unit 4, <i>Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses</i>, p. 70-80</p> <p>Unit 8, <i>Informational Reading: Reading, Research, and Writing in the Content Areas</i></p> <p>Pike Research Model</p> <p>Various Mentor Texts such as:</p> <p><i>Extreme Sports Do Tornadoes Really Twist?</i></p> <p>Technology: RAZ Kids <a href="http://www.scholastic.com">www.scholastic.com</a>; <a href="http://www.PBS.org">www.PBS.org</a>; <a href="http://www.timeforkids.com">www.timeforkids.com</a>; <a href="http://www.discoverer.sirs.com">www.discoverer.sirs.com</a></p>	<p>Rubric/Open Response</p> <p>Teacher observations/ conferences, Class discussion, Journal writing, Projects</p> <p>Portfolios</p> <p>Graphic organizers</p> <p>Comprehension &amp; Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation</p>	<p>5.RL.1</p> <p>5.RL.6</p> <p>5.RL.10</p> <p>5.RI.1</p> <p>5.RI.2</p> <p>5.RI.2</p> <p>5.RI.5</p> <p>5.RI.6</p>
<b>Writing:</b>	How can a writer present their information clear for the reader to understand the key topic?	Informational Writing	<p>Writers know that informational writing can be biographies, autobiographies, descriptions, summaries of information, interpretations of data, procedural, and reports.</p>	<p>Exercises in English Level E Loyola Press</p> <p>Voyages in English Loyola Press.</p>	<p>Rubrics</p> <p>Reflections</p> <p>Formal and Inofrmal writing</p> <p>Projects</p> <p>Assessments</p>	<p>5.W. 2</p> <p>5.W. 4</p> <p>5.W. 5</p> <p>5.W. 6</p> <p>5.W. 8</p>

			<p>Writers recognize that informational writing requires research, experimentation, or scientific investigation.</p> <p>Writers study mentor informational text in order to discover ways to organize and clearly present information.</p> <p>Writers zoom in on a topic to write with greater density.</p> <p>Writers quote information accurately.</p> <p>Writers analyze information to use in their informative essay, books or feature articles about topics of expertise.</p> <p>Writers develop introductory, body and concluding paragraphs which logically organizes the information.</p> <p>Writers include text features to enhance writing.</p> <p>Introduce the topic and support it with evidence (facts)</p> <p>Use a variety of reference materials to gather information</p> <p>Develop introductory, body and concluding paragraphs that logically organizes the information</p> <p>Provide in-depth information and supporting facts and details to fully develop a topic</p> <p>Revise and edit writing to convey clear information about a topic</p>	<p><i>Writers Notebook: Unlocking the Writer Within You</i>, Ralph Fletcher</p>	<p>Project based activities</p> <p>Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions</p>	
<b>January</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	<p>Greek and Latin Roots and Vocabulary Building</p> <p>Common Spelling Patterns.</p> <p>Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes.</p> <p>Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.</p>	Wordly Wise 3000, Kenneth Hodkinson	<p>Practice</p> <p>Review Exercises</p> <p>Puzzles</p> <p>Lessons</p> <p>Midterm</p> <p>Final Tests</p> <p>Quizlet Practice</p> <p>Tests on line</p>	<p>5.L.2e</p> <p>5.L.4</p> <p>5.L.4a</p> <p>5.L.4b</p> <p>5.L.4c</p> <p>5.L.5</p> <p>5.L.5a</p> <p>5.L.5b</p> <p>5.L.5c</p>
<b>Literacy:</b>	How does a reader use information in various text to understand and identify information in order to form their own ideas?	Research: Science	<p>Readers understand the difference between informative, persuasive, and argumentative texts.</p> <p>Readers use information presented in various text or digital sources to explain relationships or interactions between people, events, ideas, or concepts.</p> <p>Readers identify their inquiry topic, research information, and generate new questions to pursue.</p> <p>Readers identify and analyze the reason(s) an author uses in a text to support the claim.</p> <p>Readers compare and contrast an event/topic across multiple texts or digital sources.</p> <p>Readers quote information from a text when explaining or making inferences.</p>	<p>Lucy Calkins <i>A Curricular Plan</i>,</p> <p><i>Informational Reading: Reading, Research, and Writing in the Content Areas</i></p> <p>Various Mentor Texts</p> <p><i>Extreme Sports</i></p> <p><i>Do Tornadoes Really Twist?</i></p> <p>RAZ Kids</p> <p><a href="http://www.scholastic.com">www.scholastic.com</a>;</p> <p><a href="http://www.PBS.org">www.PBS.org</a>;</p> <p><a href="http://www.timeforkids.com">www.timeforkids.com</a>;</p> <p><a href="http://www.discoverer.sirs.com">www.discoverer.sirs.com</a></p>	<p>Rubric/Open Response</p> <p>Teacher observations/ conferences, Class discussion, Journal writing, Projects</p> <p>Portfolios</p> <p>Graphic organizers</p> <p>Comprehension &amp; Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation</p>	<p>5.RI.1</p> <p>5.RI.2</p> <p>5.RI.2</p> <p>5.RI.5</p> <p>5.RI.6</p> <p>5.W.2</p>

			<p>Readers understand the role that media has on focusing people’s attention on events and forming opinions about issues.</p> <p>Use knowledge of word parts to understand unknown academic vocabulary in non-fiction texts</p> <p>Read the text with purpose or questions (you have or are given) in mind</p> <p>Explain how claims are supported with text evidence</p> <p>Combine information (synthesize) from two or more sources</p>			
<b>Writing:</b>	How can the writer present their point of view with clarity and factual information to support their view?	Research-Based Persuasive Essay	<p>Writers research and produce a clear and coherent persuasive essay based on their own findings on a subject they feel passionate about.</p> <p>Writers collect information from primary and secondary sources to support their position.</p> <p>Writers identify the audience when stating their position in the introductory paragraph.</p> <p>Writers quote, summarize or paraphrase qualitative and quantitative facts from multiple sources.</p> <p>Writers give credit to other authors when using their ideas.</p> <p>Writers logically group information to form the body paragraphs.</p> <p>Writers develop smooth transitions to connect ideas.</p> <p>Make a claim/opinion/position and support it with evidence (facts)</p> <p>Use a variety of reference materials to gather information and support claims</p> <p>Provide in-depth information and supporting facts and details to fully develop a topic</p> <p>Plan, draft, revise, and publish an essay with quality ideas, organization, fluency, and conventions.</p>	<p>Exercises in English Level E Loyola Press</p> <p>Voyages in English Loyola Press.</p> <p>Lucy Calkins Writing <i>Units of Study, Research-Based Argument Essays</i> Lucy Calkins</p> <p>RAZ KIDS</p> <p>IXL: ELA</p> <p>A Variety of Mentor Texts</p> <p><i>Should There Be Presidential Limits?</i></p> <p><i>Should There Be Space Exploration? Should The Electoral College Be Abolished?</i></p> <p><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></p> <p>Use various media such as news clips, opinion articles in newspapers or magazines, music videos, movie clips, infomercials, debates, etc.</p> <p><i>Can it Really Rain Cats and Dogs? I Wonder Why the Sun Rises</i></p>	<p>Rubrics</p> <p>Reflections</p> <p>Formal and Inofrmal writing Projects</p> <p>Assessments</p> <p>Project based activities</p> <p>Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions</p>	<p>5.W.1</p> <p>5.W.4</p> <p>5.W.5</p> <p>5.W.6.1</p>
<b>February</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	<p>Greek and Latin Roots and Vocabulary Building</p> <p>Common Spelling Patterns.</p> <p>Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes.</p> <p>Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.</p>	<p>Wordly Wise 3000, Kenneth Hodkinson</p>	<p>Practice</p> <p>Review Exercises</p> <p>Puzzles</p> <p>Lessons</p> <p>Midterm</p> <p>Final Tests</p> <p>Quizlet Practice</p> <p>Tests on line</p>	<p>5.L.2e</p> <p>5.L.4</p> <p>5.L.4a</p> <p>5.L.4b</p> <p>5.L.4c</p> <p>5.L.5</p> <p>5.L.5a</p> <p>5.L.5b</p> <p>5.L.5c</p>
<b>Literacy:</b>	What is theme and how do you determine theme of a literary text?	Genre: Realistic Fiction Theme	Determine a theme of a story, including how characters in a story respond to challenges.	<p>Various Mentor Texts such as: The Kid in the Red Jacket by Barbara Park, Dear Mr. Henshaw by Beverly Cleary</p>	<p>Rubric/Open Response</p> <p>Teacher observations/ conferences, Class discussion, Journal writing, Projects</p> <p>Portfolios</p>	<p>RL.5.1</p> <p>RL.5.2</p> <p>RL.5.4</p> <p>RL.5.10</p>

			Summarize the text by determining the theme from the key details in a text. Verbally summarize a text.		Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	
<b>Writing:</b>	How do writers develop the character throughout the story?	Narrative Writing	Writers express their thoughts and feelings through writing. Writer's study narratives in order to better understand how to write their own. Writers introduces the characters and setting in the beginning of the narrative then develops them throughout. Writers include dialogue, descriptive details, and transition words to develop their plot and ending. Writers create their own story /narrative. Writers share their narratives with others using various media to emphasize or enhance details. Brainstorm and develop ideas to write a 3-paragraph exposition with an introduction, a body, and a conclusion Use details and expand ideas in an event sequence that tell an interesting story Use narrative techniques (i.e. figurative language, expressive vocabulary, and dialogue) to enhance writing	Exercises in English Level E Loyola Press Voyages in English Loyola Press.	Rubrics Reflections Formal and Informal writing Projects Assessments Project based activities  Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions	W.5.3 5.W.4 5. W.5 5.W.6 SL.5.1
<b>March</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	Greek and Latin Roots and Vocabulary Building Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes. Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.	Wordly Wise 3000, Kenneth Hodkinson	Practice Review Exercises Puzzles Lessons Midterm Final Tests Quizlet Practice Tests on line	5.L.2e 5.L.4 5.L.4a 5.L.4b 5.L.4c 5.L.5 5.L.5a 5.L.5b 5.L.5c
<b>Literacy:</b>	How does understanding the historical context of a novel improve comprehension and analysis of character motives? How does war effect and change the lives of people involved? How does reading historical fiction deepen or change readers' understanding of past events?	Genre: Historical Fiction- Readers attend closely to the setting (location and time period) as well as the historical tensions of the period and the characters' relationship to that tension.	The use of inference, foreshadow, theme, characterization and motives. Determine and compare motives of characters. Identify two sided problems and how the internal and external problems connect and move the story forward.  Historical fiction influences how people living in the past are viewed today. The settings in historical fiction provide a window into significant historical events. Historical fiction can give voice to some groups (e.g., people of color, women)	Selected Historical Fiction texts and Informational texts such as: Hopes Crossing by Joan Goodman, The Fighting Ground by Avi,  Lucy Calkins <i>A Curricular Plan, Unit 5: Tackling Complex Texts: Historical Fiction in Book Clubs, p. 81-99</i> Mentor Texts Wildflower Girl by Marita Conlon McKenna	Rubric/Open Response Teacher observations/ conferences, Class discussion, Journal writing, Projects Portfolios Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	5.RF.4 5.RL.2. 5.RL.3 5.RL.5 5.RL.6 5.RL.9 5.RL.10 5.RL.2

	<p>How can historical fiction readers distinguish fact from fiction?</p> <p>How do historical fiction writers portray the daily life and culture of people living in the past?</p> <p>How are the same historical events interpreted by different writer/speaker/characters?</p> <p>How does understanding the historical context of a novel improve comprehension and analysis of character motives?</p> <p>How does war effect and change the lives of people involved?</p> <p>How can I build theories about what the text says, in noting not just what it actually says but also what it suggests about character motive, intentions and changes?</p>		<p>whose voices are less present in historical accounts.</p> <p>Historical fiction provides a lens into the daily life and culture of people living in the past.</p> <p>Readers understand and identify the story elements of historical fiction and how the impact each other.</p> <p>Readers learn to read critically to identify the multiple perspectives in every story.</p> <p>Readers analyze the setting and its importance to the plot.</p> <p>Readers identify the perspective of the character.</p> <p>Readers compare and contrast different places in different time periods, as well as, two different author’s viewpoint.</p> <p>Readers understand how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p> <p>Readers understand the role that media has on focusing people’s attention on events and forming opinions about issues.</p> <p>Historical Figures (American Revolution) Wax Museum</p> <p>Debate issues relative to conflict (e.g. Native Americans, Colonists, British)</p> <p>Reenact historical events during the American Revolution</p>	<p>The Fifth of March, Ann Rinaldi,The Fighting Ground by Avi,</p>		
<b>Writing:</b>	<p>How does a writer create a story that is clear to the reader and allows the character to come through the story with strength.</p>	<p>Literary Essay</p>	<p>Writers create a narrative that includes characteristics of a specific time period.</p> <p>Writers include descriptive details that allow the reader to clearly understand the struggle the characters are involved in their narrative.</p> <p>Writers generate a character that portrays the thoughts, motivations, and conflicts of a that specific time period.</p> <p>Writers apply prior knowledge of narrative structures (personal narratives, realistic fiction) to create their narrative piece.</p> <p>Writers understand the role that media has on focusing people’s attention on events and forming opinions about issues.</p> <p>Writers use dialogue, description, and pacing to develop the plot, characters, and setting.</p>	<p>Exercises in English Level E Loyola Press</p> <p>Voyages in English Loyola Press</p> <p>Lucy Calkins Writing <i>Units of Study, The Lens of History</i></p> <p>Lucy Calkins Writing <i>Units of Study, Narrative Craft</i></p> <p><a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a></p> <p>RAZ Kids</p> <p>IXL:ELA.</p>	<p>Rubrics</p> <p>Reflections</p> <p>Formal and Informal writing</p> <p>Projects</p> <p>Assessments</p> <p>Project based activities</p> <p>Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions</p>	<p>5.W.1</p> <p>5.W.3</p> <p>5.W.4</p> <p>5.W.5</p> <p>5.W.6</p>
<b>April</b>						

<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	Greek and Latin Roots and Vocabulary Building Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes. Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.	Wordly Wise 3000, Kenneth Hodkinson	Practice Review Exercises Puzzles Lessons Midterm Final Tests Quizlet Practice Tests on line	5.L.2e 5.L.4 5.L.4a 5.L.4b 5.L.4c 5.L.5 5.L.5a 5.L.5b 5.L.5c
<b>Literacy:</b>	How can reading a text help me to understand what the point of view is from the story tellers side?	Realistic Fiction	Readers use details to study characters, settings, and events across several texts to identify how they impact the plot. Readers compare and contrast two or more stories to analyze how the author portrays similar themes. Readers apply comprehension strategies to deepen understanding of realistic fiction. Readers make inferences based on textual evidence. Readers identify how the narrator/point-of-view impacts the events in the story. Make inferences and support answers using evidence from the text Identify the theme using evidence from the text Determine author's point-of-view	Lucy Calkins <i>A Curricular Plan</i> , Unit 2, p. 32-53, <i>Following Character into Meaning: Synthesize, Infer, and Interpret</i> Various Mentor Texts such as: <i>Morning Girl</i> , Michael Dorris  <i>Rotten Red-Headed Older Brother</i> , <i>Meteor</i> <i>Knots on My Yo-Yo String</i> <i>Bridge to Terabithia</i> <i>There's a Boy in the Girls' Bathroom</i> <i>My Life in Dog Years</i> <i>The Great Gilly Hopkins</i>	Rubric/Open Response Teacher observations/ conferences, Class discussion, Journal writing, Projects Portfolios Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	RL.5.1 RL.5.2 RL.5.4 RL.5.10
<b>Writing:</b>	How can you support your opinion and answer with direct and indirect quotes from text?  How can I convey my ideas in and information in a clear manner for the reader to understand?	Expository Writing	Writers know that informational writing can be biographies, autobiographies, descriptions, summaries of information, interpretations of data, procedural, and reports. Writers recognize that informational writing requires research, experimentation, or scientific investigation. Writers study mentor informational text in order to discover ways to organize and clearly present information. Writers zoom in on a topic to write with greater density. Writers quote information accurately. Writers analyze information to use in their informative essay, books or feature articles about topics of expertise. Writers develop introductory, body and concluding paragraphs which logically organizes the information. Writers include text features to enhance writing. Introduce the topic and support it with evidence (facts) Use a variety of reference materials to gather information.	Exercises in English Level E Loyola Press Voyages in English Loyola Press.  Lucy Calkins <i>A Curriculum Plan</i> , <i>Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books</i> Various Mentor texts: <i>Time for Kids</i> <i>Weekly Reader</i> <i>Kids Discover</i> Magazines <i>If you...</i> books <i>National Geographic for Kids</i> RAZ Kids  IXL: ELA	Rubrics Reflections Formal and Informal writing Projects Assessments Project based activities  Lucy Calkins Writing Pathways- Performance Assessments and Learning Progressions	5.W.1 5.W.2 5.W.4 5.W.5 5.W.6 5.W.8 5.W.9

			<p>Develop introductory, body and concluding paragraphs that logically organizes the information.</p> <p>Provide in-depth information and supporting facts and details to fully develop a topic.</p> <p>Revise and edit writing to convey clear information about a topic.</p> <p>Grammar and Usage: capitalization, comma usage, apostrophe, punctuation of direct and indirect quotations and dialogue</p>			
<b>May</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	<p>Greek and Latin Roots and Vocabulary Building</p> <p>Common Spelling Patterns.</p> <p>Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes.</p> <p>Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.</p>	Wordly Wise 3000, Kenneth Hodkinson	<p>Practice</p> <p>Review Exercises</p> <p>Puzzles</p> <p>Lessons</p> <p>Midterm</p> <p>Final Tests</p> <p>Quizlet Practice</p> <p>Tests on line</p>	<p>5.L.2e</p> <p>5.L.4</p> <p>5.L.4a</p> <p>5.L.4b</p> <p>5.L.4c</p> <p>5.L.5</p> <p>5.L.5a</p> <p>5.L.5b</p> <p>5.L.5c</p>
<b>Literacy:</b>	What are the benefits of reading in a group on a Lexile level book? Doe to help them improve	Book Clubs	<p>Readers identify and select books based on interest, motivation, and engagement.</p> <p>Readers analyze how characters develop and change throughout a series, chapter, or short stories.</p> <p>Readers distinguish their personal point-of-view from that of the narrator/character.</p> <p>Readers analyze how the plot is developed to deepen understanding of a story and/or character.</p> <p>Readers use clues stated in a text, along with prior knowledge, to draw conclusions about what is not explicitly stated in a text (inference, empathy, interpretation, personal connection, &amp; message).</p> <p>Readers revise inferences, interpretations, critical reading, and personal connections (which may all be related) as new details are discovered and discussed.</p>	<i>Lexile Level Novels such as: Tiger Rising; Absolutely Almost, Paperboy, Hatchet, The Boxcar Series, Frindle, The Janitor's Boy, Unschooled, Number the Stars, Snow Treasure, Shiloh, Bridge to Terabithia</i>	<p>Rubric/Open Response</p> <p>Teacher observations/ conferences, Class discussion, Journal writing, Projects</p> <p>Portfolios</p> <p>Graphic organizers</p> <p>Comprehension &amp; Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation</p>	<p>5.RF.1 5.RF.5*</p> <p>5.RL.2.2* 5.RL.2.3*</p> <p>5.RL.3.2* 5.RL.4.1</p> <p>5.RL.4.2</p>
<b>Writing:</b>	How do writers use knowledge about an idea to produce interesting pieces of writing?	Choice Writing	<p>Writers develop sentence fluency by focusing on sentence structure, transitions, and word choice.</p> <p>Writers use words and sentences creatively to emphasize particular details.</p> <p>Writers take control of their writing by determining which type of writing best expresses their ideas.</p> <p>Writers select the point-of-view or perspective that articulates the message/point.</p> <p>Writers look at a variety post-modern structures for communicating in writing.</p>	<p>Exercises in English Level E Loyola Press</p> <p>Voyages in English Loyola Press.</p> <p>RAZ Kids</p> <p>Newspaper Articles.</p> <p>Comics</p> <p>Various Mentor Texts such as;</p> <p>Shell Silverstein</p> <p>Comics</p> <p>Graphic novels</p>		<p>5.W.1</p> <p>5.W.3</p> <p>5.W.4</p> <p>5.W.6</p>

			Writers understand the strategies for understanding post-modern communication. Writers reflect on their learning and see innovative possibilities to write about. Writers develop a global understanding and respect of various cultures.			
<b>June</b>						
<b>Word Study:</b>	How can using Greek and Latin roots and stems help build understanding of unknown words?	Weekly Lessons	Greek and Latin Roots and Vocabulary Building Common Spelling Patterns. Apply meanings in specific context, Determine meanings by using parts such as prefixes, root, and suffixes. Deepen vocabulary knowledge. Identify synonyms and antonyms, Scaffolding sentences.	Wordly Wise 3000, Kenneth Hodkinson	Practice Review Exercises Puzzles Lessons Midterm Final Tests Quizlet Practice Tests on line	5.L.2e 5.L.4 5.L.4a 5.L.4b 5.L.4c 5.L.5 5.L.5a 5.L.5b 5.L.5c
<b>Literacy:</b>	How do poets use form as well as figurative language and other poetic devices to express images. How can I identify similarities in theme, style and mood by examining more than one work by an author?	Poetry and Short Stories	Identify similarities in theme, style and mood by examining more than one piece of work by the same author.	Selected texts including poetry and Including picture books such as <i>Poetry for Young People</i> , <i>Dogku</i>	Rubric/Open Response Teacher observations/ conferences, Class discussion, Journal writing, Projects Portfolios Graphic organizers Comprehension & Reflections, Tests, quizzes Oral presentations, Self-Assessments/ reflections, Project-based activities, Formal and informal writing, Technology projects, Participation	5.L.3
<b>Writing:</b>	How can writing share thoughts and ideas through poetry?  How can a voice be heard through writing in poetry?  What makes a poem a poem?  How do readers share poems with others?	Poetry and Short Stories	Write original poetry to express thoughts and ideas using voice, figures of speech, imagery and sound elements. Writers know there are many forms of poetry, not just rhyming. Writers write things that look and sound like poems. Develop different types of poetry writing. Use poetry to express feelings and thoughts. Generate topics for poetry.	Selected texts, writing journals and graphic organizers.	<i>Prompts:</i> session, writing task, text box, rubric, passage, excerpt, extended response, editing checklist, constructed response, multiple choice, multiple correct	5.L.3 5.W.3 5.W.6