

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

ENGLISH LANGUAGE ARTS

GRADE 5

Date of Board Approval: July 20, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	English Language Arts (Reading/Writing)	SUBJECT:	ELA	GRADE LEVEL:	5
COURSE LENGTH:	Year Long	DURATION:	150 minutes	FREQUENCY:	Daily
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Resources:

Fiction and Non-Fiction Texts	Tumblebooks	Newsela
Handwriting Without Tears	A-Z readers	Time for Kids
Grammar, Usage and Mechanics (Gr 2-5)	RAZ Kids	Discovery
		Readworks

Curriculum Writing Committee:

Miranda Aaron	Megan Bieber	Tracie Brennan	Alex Cashman
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Elizabeth Kusniez	Malinda Mikesell	Maria Sloat	Ruth-Ann Snyder
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COURSE TIMELINE

Unit 1: Reading- Metacognitive Thinking Strategies

12 Days

- Word Study
- Fluency (ongoing)
- Speaking and Listening (ongoing)
- Comprehension (ongoing)

Unit 1: Writing-Writer's Workshop

- Handwriting
- Grammar
- Writing

Unit 2: Reading- Elements of Fiction

24 Days

- Word Study & Spelling
- Comprehension

Unit 3: Reading- Point of View

12 Days

- Word Study & Spelling
- Comprehension

Unit 2 & 3: Writing-Narrative

- Handwriting
- Grammar
- Writing

Unit 4: Reading- Main Idea and Supporting Details**24 Days**

- Word Study & Spelling
- Comprehension

18 Days**Unit 5: Reading- Inferences, Conclusions, Generalizations**

- Word Study & Spelling
- Comprehension

Unit 4 & 5: Writing- Persuasive

- Handwriting
- Grammar
- Writing

Unit 6: Reading- Text Organization**36 Days**

- Word Study & Spelling
- Comprehension

Unit 6: Writing- Informational

- Handwriting
- Grammar
- Writing

Unit 7: Reading- Figurative Language	24 Days
<ul style="list-style-type: none"> • Word Study & Spelling • Comprehension 	
Unit 7: Writing- Poetry	
<ul style="list-style-type: none"> • Handwriting • Grammar • Writing 	
Unit 8: Reading- Propaganda and Bias	12 Days
<ul style="list-style-type: none"> • Word Study & Spelling • Comprehension 	
Unit 8: Writing- Persuasive	
<ul style="list-style-type: none"> • Handwriting • Grammar • Writing 	
Unit 9: Reading & Writing- Research	12 Days
<ul style="list-style-type: none"> • Word Study & Spelling • Comprehension • Grammar • Writing 	
	Total= 174 Days

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #1:	Metacognitive Thinking Strategies	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.5.2	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.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
SL.5.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #1:	Metacognitive Thinking Strategies	GRADE:	5

UNDERSTANDINGS

Proficient readers use metacognitive thinking strategies to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

**Foundational skills used throughout entire fifth grade curriculum*

- The 7 syllable types used to fluently and accurately decode text (closed, open, CVCE, vowel teams, consonant le, r-controlled, and schwa).
- Characteristics of each of the 7 syllable types.

Fluency

**Foundational skills used throughout entire fifth grade curriculum*

- Fluency is the combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.

DO

Word Study

**Foundational skills used throughout entire fifth grade curriculum*

- Identify and use the 7 syllable types to accurately decode text, while consistently monitoring comprehension.

Fluency

**Foundational skills used throughout entire fifth grade curriculum*

- Set personal goals with each student for the growth of fluency, accuracy, and retell skills.
- Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read

<p>Speaking and Listening</p> <p><i>*Foundational skills used throughout entire fifth grade curriculum</i></p> <ul style="list-style-type: none"> • Discussions are collaborative. • Good speakers are prepared. • Understand discussion rules and roles. • Good speakers pose and respond to questions. • Good speakers explain ideas with relevant details. • Good speakers speak clearly at an understandable pace. • Appropriate and relevant facts and details are used to recount events or tell a story. <p>Comprehension</p> <p><i>*Foundational skills used throughout entire fifth grade curriculum</i></p> <ul style="list-style-type: none"> • Metacognition is the process of thinking about my thinking. • Metacognitive strategies are: making connections, making inferences, visualizing, summarizing, monitoring understanding, questioning and synthesizing. • Making connections is the ability to relate text to something in your life, another text or to the world. • Visualizing is the ability to use text to create a picture or movie in your head. • Questioning is the ability to create questions and answers using text. 	<p>accurately unfamiliar, multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> • Read grade-level text with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Speaking and Listening</p> <p><i>*Foundational skills used throughout entire fifth grade curriculum</i></p> <ul style="list-style-type: none"> • During discussions, students come prepared and engage in a collaborative conversation. • Apply rules of discussion and pose/respond to questions. • Speak clearly when explaining ideas with relevant details. • Paraphrase a text read aloud. • Explain ideas in light of the discussion. • Use relevant facts and details when explaining or recounting a text. • Participate in whole group and small group discourse. <p>Comprehension</p> <p><i>*Foundational skills used throughout entire fifth grade curriculum</i></p> <ul style="list-style-type: none"> • Identify and define metacognitive thinking strategies. • Make text to self, text to text, and text to world connections in text. • Describe in writing or verbally explain a mental picture or movie from the text. • Formulate questions and answers based on the text before, during and after reading using a variety of question types. • Write a paragraph summarizing the most important information in the text.
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<ul style="list-style-type: none"> • Summarizing is the ability to state the important information in the text. • Inferencing is the ability to use prior knowledge and clues within the text to make predictions. • Monitoring understanding is the process of using decoding strategies to read fluently and accurately, while consistently checking for meaning of the text. • Synthesizing is the ability to combine thinking strategies and flexibly use them to derive meaning from the text. • Author's purpose is the ability to identify why the author wrote the text. (Informational, Persuasive or Narrative) • A response journal is a written collection of students' thoughts and analysis of text. 	<ul style="list-style-type: none"> • Evaluate the information in their summary to ensure all important details are represented. • Use prior knowledge and clues within the text combined with your own experiences to construct an inference from the text. • Monitor understanding as you read • Combine and flexibly use metacognitive thinking strategies to derive meaning from grade level texts verbally and in written responses. • Determine the author's purpose based upon the genre of the text • Respond to text using a response journal.
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KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	12 days
UNIT #1:	Writer's Workshop	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	12 days
UNIT #1:	Writer's Workshop	GRADE:	5

UNDERSTANDINGS

Proficient writers use the writing process to write in a variety of genres for multiple purposes.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of writers' workshop by writing in various genres of writing.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of cursive letters: t, h, e, l, p, u, n, s, c, a, d, g, r, l, f, m, y, k, o, w

Grammar

- Understand the use of the following parts of speech in writing (G.U.M. Unit 2 Lessons 13-14):
 - Common and Proper Nouns
 - Plural and Possessive Nouns

DO

Handwriting

- Demonstrate the formation of cursive letters: t, h, e, l, p, u, n, s, c, a, d, g, r, l, f, m, y, k, o, w
- Complete Handwriting Without Tears pgs. 7-19

Grammar

- Identify and use nouns correctly in writing.

Writing

- The steps in the writing process: pre-writing, drafting, revising, editing, and publishing.
- Proficient writers utilize the resources available in the workshop notebook and in the classroom to implement the writing process.
- Five domains of writing include: focus, content, organization, style, and conventions. (Pennsylvania Writing Rubric)
- The components of a paragraph include: topic sentence, supporting details and a closing sentence.
- Reference materials like dictionaries and thesauruses can be used to clarify the meaning and spelling of key words and phrases in writing.
- Proficient writers follow routines and expectations for writers' workshop.

Writing

- Identify each step of the writing process: pre-writing, drafting, revising, editing, and publishing.
- Create a writing workshop notebook with writing resources to include PA writing rubric, Different Types of Writing reference sheet, etc.
- Evaluate writing using the PA writing rubric: focus, content, organization, style, and conventions.
- Write a paragraph that contains a topic sentence, supporting details, and a conclusion sentence.
- Use dictionaries and thesauruses to aide in correct spelling and usage of words.
- Implement routines and expectations for writers' workshop as modeled by the teacher

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	28 days
UNIT #2:	Elements of Fiction	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RL.5.1	Quote accurate from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	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.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English used in stories, dramas, or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.

	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research a. Apply <i>grade 5 Reading standards</i> to literature

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #2:	Elements of Fiction	GRADE:	5

UNDERSTANDINGS

Proficient readers identify story elements to comprehend fictional texts.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of story elements to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

- Context (e.g. synonyms, antonyms, and word parts) can be used to determine unknown words.

Spelling - Words Their Way Scope and Sequence- Derivational Relations

Unit 1: Prefixes

sort 1: prefixes (*in-*, *un-*, *dis-*, *mis-*)

sort 2: prefixes (*pre-*, *fore-*, *post-*, *after-*)

sort 3: prefixes (*re-*, *ex-*, *in-*, *de-*)

sort 4: prefixes (*sub-*, *com-*, *pro-*, *en-*)

Unit 2: Derivational Suffixes

sort 5: suffixes (*-y*, *-ly*, *-ily*)

sort 6: comparative suffixes (*-er*, *-est*, *-ier*, *-iest*)

DO

Word Study

- Use synonym, antonyms, and word part context clues to determine the meaning of unknown words.

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

sort 7: noun suffixes (-er, -or, -ian, -ist)

sort 8: suffixes (-ment, -less, -ness)

Comprehension

**Use graphic organizer appropriate to skill*

- The meaning of words and phrases as they are used in text.
- Story elements are characterization, setting, plot, and theme.
- The plot structure is conflict, rising action, events, climax (turning point), falling action events, and resolution.
- Characterization is the methods an author uses to reveal how the character looks, feels, acts, relates to others, and changes throughout the text.
- Setting is the time, place, mood, and tone of the story.
- A story summary briefly describes characters, setting, plot, and theme.
- A script contains dialogue, scenes, cast of characters, stage directions, and narration.
- Theme is the main subject of a story, drama, or poem and is determined by details in the text including how characters in a story or drama respond to challenges.
- Visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, or poem).
- English has a variety of dialects and registers that enhance a story.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

Comprehension

**Use graphic organizer appropriate to skill*

- Determine the meaning of words and phrases as they are used in a text.
- Identify story elements.
- Read and interpret a play.
- Create a plot structure diagram including story elements for a fictional text and a drama.
- Identify the theme of a story or drama and provide text evidence that supports the theme.
- Cite text evidence to support character traits/characterization.
- Write an analysis of a character using character traits and examples from the text (how the character feels, acts, relates to others, changes throughout the story, and how others relate to the character).
- Write a summary using story elements.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast how the varieties of English used in stories, dramas, or poetry contribute to the style of the story.
- Compare the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
- Compare and contrast two fictional texts in writing including: theme, plot and characterization. (TDA)

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #3:	Point of View	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI. 5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	7 days
UNIT #3:	Point of View	GRADE:	5

UNDERSTANDINGS

Proficient readers use knowledge of point of view to understand its influence on text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate use of point of view to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

Spelling

Unit 2: Derivational Suffixes

sort 9: suffixes (-ary, -ery, -ness)

sort 10: suffixes (-ty, -ity)

sort 11: suffixes (-al, -ial, -ic)

DO

Word Study

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Graphic organizer appropriate to skill*

- Definition of:
 - First person point of view
 - Second person point of view
 - Third person limited point of view
 - Third person omniscient point of view
- Point of view is the way in which the author reveals characters, events, and ideas in telling a story, the vantage point from which the story is told.
- An author uses signal words for each viewpoint.
- Point of view influences how events are described.
- Theme is the main subject of a story, drama, or poem and is determined by details in the text including how characters in a story or drama respond to challenges.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify the point of view a text as first person, second person, third person limited, and third person omniscient.
- Explain how a narrator or speaker's point of view influences how events are described.
- Use signal words within text to determine the point of view.
- Rewrite a first person passage into a third person limited passage or vice versa.
- Evaluate the effectiveness of point of view in text.
- Identify the theme of a piece of literature.
- Compare and contrast texts written from different viewpoints in terms of their theme. (TDA)

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #2-3:	Narrative	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. e. Use correlative conjunctions (e.g. either/or, neither/nor).
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> e. Spell grade-appropriate words correctly, consulting references as needed.
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

W.5.10	Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.
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KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #2-3:	Narrative	GRADE:	5

UNDERSTANDINGS

Proficient writers write narrative pieces.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of narratives by writing multi-paragraph pieces.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of all cursive capital letters.
- Formation of cursive letters: b, v, j, z, x, q

Grammar

- Understand the use of the following parts of speech in writing (G.U.M. Unit 2 Lessons 15-24):
 - Concrete, Abstract, and Collective Nouns
 - Personal and Possessive Pronouns
 - Action Verbs and Linking Verbs
 - Main Verbs and Helping Verbs
 - Modal Auxiliaries
 - Adjectives
 - Adverbs
 - Ordering Adjectives

DO

Handwriting

- Demonstrate the formation of all cursive capital letters.
- Demonstrates the formation of cursive letters: b, v, j, z, x, q
- Complete Handwriting Without Tears pgs. 20-55

Grammar

- Identify and use parts of speech correctly in writing.

- Coordinating and Subordinating Conjunctions
- Correlative Conjunctions

Writing

- A narrative is a recount of a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.
- View points for narrative writing are first or third person.
- A personal narrative essay is a writing about yourself in a realistic situation that includes details to describe actions, thoughts, and feelings.
- The structure of a personal narrative essay is an introduction with a thesis statement, three or more body paragraphs and a conclusion paragraph.
- A creative narrative is based on imaginative events or stories that did not actually happen, including character(s), setting, plot, and point of view.
- The structure of a creative narrative is the sequence of events including conflict, rising action, events, climax (turning point), falling action events, and resolution.
- Transition words, phrases, and clauses that can be used in a narrative piece.
- Descriptive and sensory words are used to create a detailed narrative.
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Writing

- Prewrite using a graphic organizer to include the story elements for a narrative piece.
- Choose a point of view (1st or 3rd) and establish that perspective when drafting a narrative.
- Write personal and creative narratives to develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences.
- Use transitional words/phrases to sequence the events of a narrative.
- Apply concrete words, phrases, and sensory details to vividly convey a series of events.
- Provide a conclusion to follow the events of a narrative.
- Follow the writing process to produced a typed, published, multi-paragraph narrative.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

KNOW, UNDERSTAND, DO

COURSE:	English Language Arts	TIME FRAME:	24 days
UNIT #4:	Main Idea and Supporting Details	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
L.5.4	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. a. Apply <i>grade 5 Reading standards</i> to informational texts.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #4:	Main Idea and Supporting Details	GRADE:	5

UNDERSTANDINGS

Proficient readers use the main idea and supporting details to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate the use of main idea and details to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

- Examples and definitions context clues can be used to determine unknown words.

Spelling

Unit 2: Derivational Suffixes

sort 12: adjective suffixes (*-rul*, *-ous*, *-ious*)

sort 13: verb suffixes (*-en*, *-ize*, *-ify*)

Unit 3: The Suffix -ion

sort 14: adding *-ion* to base words, no change

sort 15: adding *-ion* and *-ian*, no spelling change

sort 16: adding *-ion*, e-drop, and spelling change

sort 17: adding *-ation*, *-cation*, *-ition*

DO

Word Study

- Use examples and definitions in context clues to determine the meaning of unknown words.

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Graphic organizer appropriate to skill*

- A main idea is the author's central thought that is stated or implied.
- Supporting details are facts, examples, or other small pieces of information that explain each main idea.
- Relevant details are important details to understanding the main idea.
- Irrelevant details are extra information provided by the author.
- Facts are details that can be proven and opinions as what a person thinks or feels.
- A summary of expository text uses the main idea and details.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify stated (explicit) and implied (implicit) main ideas and supporting details using a graphic organizer.
- Given a main idea, identify 2-3 supporting details.
- Given supporting details, identify the main idea.
- Distinguish between relevant and irrelevant details.
- Use the most important relevant details and the main idea to write a summary of an expository text.
- Identify details as facts or opinions.
- Compare and contrast in writing the main ideas of two expository texts (TDA).
- Compare and contrast in writing the main idea of an expository text with the theme of a fictional text in a poem, narrative, and/ or drama (TDA).

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	18 days
UNIT #5:	Inferences, Conclusions, Generalizations	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
W5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research.

KNOW, UNDERSTAND, DO

COURSE:	English Language Arts	TIME FRAME:	18 days
UNIT #5:	Inferences, Conclusions, Generalizations	GRADE:	5

UNDERSTANDINGS

Proficient readers utilize text to make inferences, draw conclusions, and make generalizations accurately.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their ability to make inferences, draw conclusions, and make generalizations to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

- Words have relationships that help you better understand words (synonyms, antonyms, homographs).
- A homograph is a word that is the same in spelling, but not in sound or meaning (e.g. bow and bow).
- A synonym is a word with similar meaning.
- An antonym is a word with the opposite meaning.

DO

Word Study

- Use synonyms, antonyms, and homographs to define a word.

Spelling

Unit 4: Vowel/Consonant Alternations

sort 18: consonant alternations (silent and sounded)

sort 19: vowel alternations: long to short

sort 20: vowel alternations: long to short or schwa

sort 21: adding suffixes *-ity*: vowel alternations, schwa to short

sort 22: vowel alternations: long, short, and schwa

sort 23: adding *-ion*: vowel alternations, spelling change

sort 24: multiple alternations

Comprehension

**Graphic organizer appropriate to skill*

- Drawing conclusions is the ability to use only details from the text in order to interpret what the author was trying to convey.
- Making inferences is the ability to use details from the text and prior knowledge to infer what the author was trying to convey.
- Generalizations are broad statements based on details from the text and background knowledge that may or may not be supported by reasons or evidence.
- Valid generalizations are supported by evidence while invalid generalizations are not.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Use graphic organizer appropriate to skill*

- Use text evidence and prior knowledge to support inferences.
- Draw a conclusion and cite evidence from the text to support the conclusion.
- Identify and create generalizations based on a text.
- Determine the validity of a generalization.
- Write a Text Dependent Analysis (TDA) response.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	42 days
UNIT #4-5:	Persuasive	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no to set off a tag from the rest of the sentence, and to indicate direct address. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

W.5.10	Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.
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KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	42 days
UNIT #4-5:	Persuasive	GRADE:	5

UNDERSTANDINGS

Proficient writers can write persuasive pieces using logical reasons and supporting details.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of persuasive pieces by writing multi-paragraph essays.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of all upper and lower case cursive letters.

Grammar

- The use of the mechanics of writing (G.U.M. Unit 5 Lessons 49-60):
 - Writing Sentences Correctly
 - Proper Nouns and Proper Adjectives
 - Initials and Abbreviations
 - More Proper Nouns
 - Titles

DO

Handwriting

- Demonstrate the formation of all upper and lower case cursive letters.
- Complete Handwriting Without Tears pgs. 56-94

Grammar

- Identify the rules for the mechanics of written language and use in writing.

- Apostrophes
- Use of Commas
- More Uses of Commas
- Using Semicolons
- Direct and Indirect Quotations
- Quotations from a Text
- Friendly Letters and E-mails

Writing

- A thesis statement states the writers' opinion in a persuasive essay.
- The structure of a persuasive essay is: introduction with a thesis statement, three or more body paragraphs, and a conclusion paragraph.
- Reasons are logically ordered so they support facts and details.
- Appropriate word choice varies depending on purpose and intended audience.
- Opinions and reasons are linked using words, phrases, and clauses (e.g., *consequently*, *specifically*).

Writing

- Write persuasive pieces that support claims or positions with clear reasons and relevant evidence.
- During prewriting, establish an opinion and organize ideas to support the writer's purpose in the introductory paragraph.
- Develop appropriate wording and purpose for the intended audience of a persuasive piece.
- Link opinions and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Use transitional words and phrases to connect an opinion and reasons (i.e. for instance, in order to, in addition)
- Restate the opinion and supporting reasons through a conclusion paragraph.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	36 days
UNIT #6:	Text Organization	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
L.5.4	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. b. Apply <i>grade 5 Reading standards</i> to informational texts.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	36 days
UNIT #6:	Text Organization	GRADE:	5

UNDERSTANDINGS

Proficient readers recognize and use knowledge of text organization to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge and usage of text organization to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

- Grade appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).
- Definitions of multiple meaning words can be determined based off of context clues.

Spelling

Unit 5: Greek and Latin Element

sort 25: Greek and Latin number prefixes (*mono-*, *uni-*, *bi-*, *tri-*)

sort 26: more number prefixes

DO

Word Study

- Identify or define general academic or domain-specific words and phrases.
- Choose the correct meaning of a multiple meaning word based on context.

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.

sort 27: Greek and Latin elements: size (*mega-*, *micro-*, *super-*, *hyper-*)
 sort 28: Greek roots (*tele*, *phon*, *photo*, *graph*)
 sort 29: more Greek roots (*geo*, *therm*, *scope*, *meter*, *logy*)
 sort 30: Latin roots (*spect*, *port*, *form*)
 sort 31: Latin roots (*die*, *aud*, *vis*)
 sort 32 Latin roots (*gress*, *rupt*, *tract*, *mot*)
 sort 33: Latin roots (*fract*, *flect/flex*, *ject*, *mis/mit*)
 sort 34: Latin roots (*man*, *scrib/script*, *cred*, *fac*)

Comprehension

**Graphic organizer appropriate to skill*

- Texts can be organized by chronology, comparison, cause/effect, problem/solution, and question/answer.
- A main idea is the author's central thought that is stated or implied.
- Supporting details are facts, examples, or other small pieces of information that explain each main idea.
- A summary of expository text uses main idea and details.
- The "who, what, when, where, and how" model provides a framework for a non-fiction summary.
- Key words signal how the text is organized (signal words).
- Authors use text features to organize information for the reader.
- Multiple accounts of the same topic may have similarities and differences based on the point of view they represent.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

- Independently write words that follow the given pattern.

Comprehension

**Use graphic organizer appropriate to skill*

- Use signal words to determine the text structure of a passage.
- Cite evidence to explain how a particular text is organized.
- Write a summary of a non-fiction text in chronological order using signal words.
- Complete a graphic organizer to compare two or more non-fiction texts using the overall structure (e.g. cause/ effect, comparison, problem/ solution, chronology, question/ answer).
- Write a comparison essay of two or more non-fiction texts (Convey information in a presentation that incorporates multi-media components (graphics, images, music, sound)).
- Write a Text Dependent Analysis (TDA) response analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #6:	Informational	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown words or phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
W.5.10	Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	36 days
UNIT #6:	Informational	GRADE:	5

UNDERSTANDINGS

Proficient writers write informational texts to examine a topic and convey ideas and information clearly.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of informational writing by writing multi-paragraph essays.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of all upper and lower case cursive letters.

Grammar

- Sentence structure in writing (G.U.M. Unit 1 Lessons 1-12):
 - Complete Subjects and Complete Predicates
 - Simple Subjects and Simple Predicates
 - Compound Subjects and Compound Predicates
 - Direct Objects

DO

Handwriting

- Demonstrate the formation of all upper and lower case cursive letters.

Grammar

- Identify and use sentence structure correctly in writing.

- Indirect Objects
- Predicate Nouns and Predicate Adjectives
- Prepositional Phrases
- Simple and Compound Sentences
- Dependent and Independent Clauses
- Complex Sentences
- Relative Pronouns and Relative Adverbs
- Avoiding Fragments, Run-ons, Comma Splices

Writing

- Informational texts use an introduction, body paragraphs, and a conclusion to examine a topic and convey ideas and information.
- Informational texts include domain-specific vocabulary and precise language to inform, explain a topic, and/ or develop an argument.
- Informational texts introduce a topic clearly, provide a general observation and focus, and group related information logically.
- Informational texts often include text features, such as headings, illustrations, charts, diagrams, captions, etc.
- Transition words, phrases, and clauses that can be used in an informational piece (e.g., *in contrast*, *especially*).

Writing

- While prewriting, complete an organizer that introduces the topic, main ideas, and supporting details.
- While drafting, expand upon the details by using specific facts, definitions, examples, concrete details, and quotations.
- Use precise language and domain-specific vocabulary to inform or explain a topic.
- Include text features, such as headings, illustrations, charts, diagrams, captions, etc., in an informational text.
- Use transition words to link ideas within and across categories of information.
- Incorporate precise language and content specific vocabulary to explain the topic.
- Write a concluding paragraph that summarizes the information included in the piece.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #7:	Figurative Language	GRADE:	5

STANDARDS:

Type of Standard: Common Core Standards

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. a. Apply <i>grade 5 Reading standards</i> to literature.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	24 days
UNIT #7:	Figurative Language	GRADE:	5

UNDERSTANDINGS

Proficient readers identify and analyze figurative language to comprehend text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge of figurative language to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

Spelling

Unit 6: Greek and Latin Elements 2

sort 35: Latin roots (*duc/duct, sequ/sec, flu, ver/vert*)

sort 36: Latin roots (*bene, mal, ante, post*)

sort 50: suffixes (*-ent/-ence, -ant/-ance*)

sort 38: Greek and Latin elements: related to the body (*cap, corp, dent/don't, ped/pod*)

sort 51: suffixes (*-ent/-ence/-ency, -ant/-ance/-ancy*)

sort 40: Latin roots (*gen, mort, bio*)

DO

Word Study

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Graphic organizer appropriate to skill*

- Figurative language is language that cannot be taken literally since it was written to create a special effect or feeling.
- Similes are as a comparison of two unlike things in which a word of comparison is used
- Metaphor are a figure of speech that expresses an idea through the image of another object.
- Idioms are an expression formed by a group of words (e.g. raining cats and dogs).
- Adages are proverbs or short statements displaying a common truth (e.g. out of sight, out of mind).
- Proverbs are short sayings that are a general truth (e.g. absence makes the heart grow fonder).
- The structure of poetry includes: stanzas, rhyme, couplets, and meter.
- Prose is written or spoken language in its ordinary form, without metrical structure.
- Figurative language is used in poetry and prose.
- Common idioms, adages, and proverbs provide background knowledge when comprehending poetry or prose.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

Comprehension

**Use graphic organizer appropriate to skill*

- Explain how stanzas fit together to provide the overall structure of a poem.
- Analyze and interpret the author's purpose for using different forms of figurative language in poetry and prose.
- Identify similes and metaphors in poetry and prose.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Compare and contrast use of figurative language in two poems.
- Compare and contrast fiction (including poetry) and non-fiction in regards to genre, literary elements and figurative language (TDA)

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #7:	Poetry	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.10	Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	24 days
UNIT #7:	Poetry	GRADE:	5

UNDERSTANDINGS

Proficient writers can use figurative language to write different types of poems.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of figurative language and poetry by writing several different forms of poetry.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of all upper and lower case cursive letters.

Grammar

- Subject-verb agreement and different verb tenses in writing (G.U.M. Unit 4 Lessons 37-42):
 - Subject and Object Pronouns
 - Pronouns in Pairs
 - Subject-Verb Agreement
 - Forms of *Be*
 - Verb Tenses
 - Progressive Forms of Verbs

DO

Handwriting

- Demonstrate the formation of all upper and lower case cursive letters.

Grammar

- Identify and use verb tenses and subject-verb agreement correctly in writing.

Writing

- The structure of poetry includes: stanzas, rhyme, and meter.
- Different types of poetry include: free verse, haiku, limericks, acrostic, cinquain, couplets, etc.

Writing

- Write using common forms of poetry, such as haiku, limericks, acrostic, cinquain, couplets, etc., including stanzas, rhyme, and meter.
- Write poetry in free verse.
- Use technology to publish writing.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	12 days
UNIT #8:	Propaganda and Bias	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
L.5.4	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. b. Apply <i>grade 5 Reading standards</i> to informational text.

KNOW, UNDERSTAND, DO

COURSE:	Reading	TIME FRAME:	14 days
UNIT #8:	Propaganda and Bias	GRADE:	5

UNDERSTANDINGS

Proficient readers identify, comprehend, and understand the impact of propaganda and bias on a text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate and recognize the use of propaganda and bias to fluently decode and comprehend grade level text through a common assessment.

KNOW

Word Study

Spelling

Unit 6: Greek and Latin Elements 2

sort 41: Latin roots (*ven/vent, junct, spir, sec/sect*)

sort 54: accent and doubling

Unit 7: Greek and Latin elements 3

sort 52: suffixes (*-able/-ible*)

sort 53: adding *-able* and *-ible* (E-Drop and y to i)

DO

Word Study

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Graphic organizer appropriate to skill*

- Propaganda is persuasive tactics used to influence people to believe, buy, or do something.
- Bias is a judgment based on a personal point of view.
- Author's purpose and opinion determine if the bias of the text.
- Clue words help to identify bias and propaganda in text.

Comprehension

**Use graphic organizer appropriate to skill*

- Identify a text as using propaganda or containing bias.
- Explain in writing how the author's purpose or point of view may influence the text in regards to propaganda or bias.
- Compare/contrast multiple accounts of the same topic recognizing bias and important similarities and differences in point of view.
- Analyze how visual and multimedia can contribute to the meaning or tone (due to author's point of view, bias, or propaganda).

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	12 days
UNIT #8:	Persuasive	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.10	Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.

KNOW, UNDERSTAND, DO

COURSE:	Writing	TIME FRAME:	14 days
UNIT #8:	Persuasive	GRADE:	5

UNDERSTANDINGS

Proficient writers write persuasive pieces using logical reasons and supporting details.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of persuasive pieces by writing a multi-paragraph essay.

KNOW

Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- Formation of all upper and lower case cursive letters.

Grammar

- Subject-verb agreement and different verb tenses in writing (G.U.M. Unit 4 Lessons 43-46):
 - The Present Perfect Tense
 - The Past and Future Perfect Tenses
 - Avoiding Inappropriate Tense Shifts
 - Negatives

DO

Handwriting

- Demonstrate the formation of all upper and lower case cursive letters.

Grammar

- Identify and use verb tenses and subject-verb agreement correctly in writing.

<p>Writing</p> <ul style="list-style-type: none"> • A thesis statement states the writers’ opinion in a persuasive essay. • The structure of a persuasive essay is: introduction with a thesis statement, three or more body paragraphs, and a conclusion paragraph. • Reasons are logically ordered so they support facts and details. • Appropriate word choice varies depending on purpose and intended audience. • Opinions and reasons are linked using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). 	<p>Writing</p> <ul style="list-style-type: none"> • Write persuasive pieces that support claims or positions with clear reasons and relevant evidence. • While prewriting, establish an opinion and organize ideas to support the writer’s purpose in the introductory paragraph. • Develop appropriate wording and purpose for the intended audience of a persuasive piece. • Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). • Use transitional words and phrases to connect an opinion and reasons (i.e. for instance, in order to, in addition) • Choose a formality of language that is appropriate to the task. • Restate the opinion and supporting reasons in a conclusion paragraph. • Use the writing domains of the PSSA rubric to self-evaluate writing. • Use technology to publish writing.
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KNOW, UNDERSTAND, DO

COURSE:	Reading/Writing	TIME FRAME:	12 days
UNIT #9:	Research	GRADE:	5

STANDARDS:	
Type of Standard: Common Core Standards	
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related

	<p>to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literacy or informational texts to support analysis, reflection and research.
W.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

KNOW, UNDERSTAND, DO

COURSE:	Reading/Writing	TIME FRAME:	7 days
UNIT #9:	Research	GRADE:	5

UNDERSTANDINGS

Proficient readers recognize and apply valid research and its importance to comprehend and create text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge and application of research by writing a research paper.

KNOW

Word Study

Spelling

Unit 7: Greek and Latin Elements 3

sort 45: prefixes (*intra-*, *inter-*, *intro-*, *circum-*)

sort 55: words from French

Comprehension

**Graphic organizer appropriate to skill*

- Research is a method to gather answers to specific questions.

DO

Word Study

Spelling

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

Comprehension

**Use graphic organizer appropriate to skill*

- List the steps for researching.

<ul style="list-style-type: none"> • Information in charts, graphs, diagrams, timelines and other text features contribute to an understanding of the text. • Steps to completing the research process: <ul style="list-style-type: none"> ○ Ask questions ○ Identify sources ○ Collect information ○ Organize information ○ Present information ○ Cite sources • Plagiarism is copying work that is not yours or not giving credit for the use of others ideas. • Paraphrasing text is restating ideas from someone else's writing. • A bibliography is a works cited to credit sources of information. <p>Grammar Subject-verb agreement and different verb tenses in writing (G.U.M. Unit 4 Lessons 47-48):</p> <ul style="list-style-type: none"> ○ Comparative and Superlative Adjectives ○ Comparative and Superlative Adverbs 	<ul style="list-style-type: none"> • Use a variety of teacher-guided, reliable media sources and strategies to gather information about a topic. • Write effective questions to direct research. • Draw conclusions from your research. • Paraphrase information without plagiarizing. • Organize information using a graphic organizer. • Design an organized written research paper. • Synthesize multiple accounts on the same topic when writing a research paper. • Write a bibliography or works cited page to credit sources of information. • Convey information in a presentation that incorporates multimedia components (graphics, images, music, sound). <p>Grammar</p> <ul style="list-style-type: none"> • Identify and use verb tenses and subject-verb agreement correctly in writing.
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