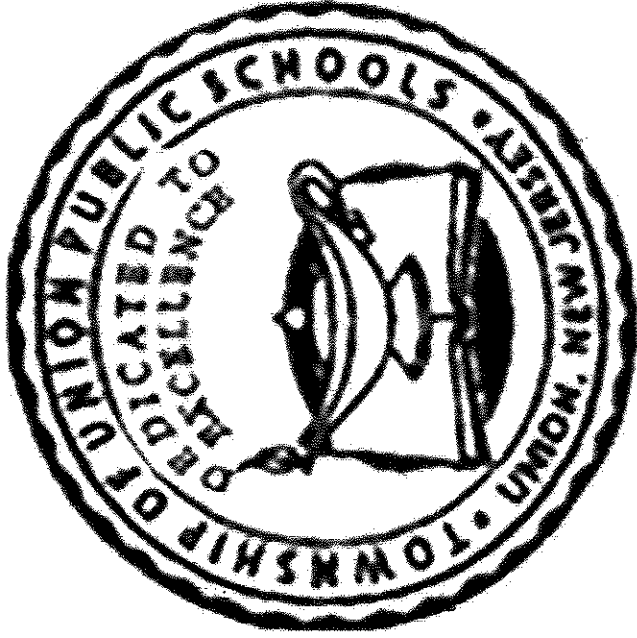


TOWNSHIP OF UNION PUBLIC SCHOOLS



Language Arts Grade 5

Units 1-4

Curriculum Guide

February 2017



Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Pacing Guide

<u>Content</u>	Number of Days
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Curricular Framework English Language Arts-Grade 5

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	<p>Primary Focus Standards:</p> <p>RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.6 RI.5.6</p>	<p>Primary Focus Standards:</p> <p>W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10</p>	<p>Primary Focus Standards:</p> <p>SL.5.1A,B,C,D SL.5.6</p>	<p>Primary Focus Standards:</p> <p>L.5.1A,B L.5.2A,E L.5.4A,C L.5.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> Opinion/ research writing Routine writing 	<p>Task Types:</p> <ul style="list-style-type: none"> Small and whole group discussions 	<p>These standards are embedded within the writing process</p>
Unit 2	<p>Primary Focus Standards:</p> <p>RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9</p>	<p>Primary Focus Standards:</p> <p>W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10</p>	<p>Primary Focus Standards:</p> <p>SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6</p>	<p>Primary Focus Standards:</p> <p>L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> Research/informative Routine writing 	<p>Task Type:</p> <ul style="list-style-type: none"> Project-based presentations focusing on use of multimedia and visual displays 	<p>These standards are embedded within the writing process</p>
Unit 3	<p>Primary Focus Standards:</p> <p>RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.3 RL.5.4 RL.5.5 RL.5.6</p>	<p>Primary Focus Standards:</p> <p>W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10</p>	<p>Primary Focus Standards:</p> <p>SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6</p>	<p>Primary Focus Standards:</p> <p>L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6</p>

Curricular Framework English Language Arts-Grade 5

Overview	Reading	Writing	Speaking and Listening	Language
	RL.5.7 RL.5.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Narrative Research/literary analysis Routine writing 	Task Type: <ul style="list-style-type: none"> Present in small groups and to whole class. 	These standards are embedded within the writing process.
Unit 4	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RL.5.10 RI.5.10	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.10 Select at least one from W.5.7, W.5.8, W.5.9	Primary Focus Standards: SL.5.1A,B,C,D SL.5.5 SL.5.6	Primary Focus Standards: L.5.1A,B,C,D L.5.2D,E L.5.4A,B,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Research/Informative and Explanatory Routine Writing 	Task type: <ul style="list-style-type: none"> Debates Present in small groups and to whole class 	These standards are embedded within the writing process

Curricular Framework English Language Arts-Grade 5

Overview	Reading	Writing	Speaking and Listening	Language
<p>Suggested Open Educational Resources</p> <ul style="list-style-type: none"> North Carolina-5th Gr. ELA Unpacking the Standards PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency Packet 	<p>Writing/Language</p> <ul style="list-style-type: none"> Brainstorm before Writing Conferring Video Writing Narratives Narrative Lessons Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Vocabulary Context Clues 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Current Event Articles Smithsonian TweenTribune Newsela Critical Thinking Handbook Critical Thinking Lessons in Literacy Whole Brain Teaching Video Critical Thinking Lesson Plans 	

Unit 1 Grade 5	
Unit 1 Reading Critical Knowledge and Skills	
<p>Unit 1 Reading Standards</p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RL.5.2:</p> <ul style="list-style-type: none"> Identify the key details in a text Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Identify the theme of the text Determine central message or theme <p>RL.5.2:</p> <ul style="list-style-type: none"> Summarize the key points of a text Identify details to support the main idea Identify at least two main ideas in informational texts Explain how the author supports main ideas in informational text with key details

Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5		
<p>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.</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Analyze similes and metaphors in text and how it impacts the reader <p>RL.5.6:</p> <ul style="list-style-type: none"> • Identify the narrator's point of view • Explain how the point of view impacts the events in the text <p>RI.5.6:</p> <ul style="list-style-type: none"> • Discuss the similarities and differences unique to the various perspectives presented in text • Give descriptions about how the information is presented for each perspective • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards		
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<p>Unit 1 Writing Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Distinguish fact from opinions • Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer's purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose • Logically order reasons that are supported by facts and details • Quote directly from text when appropriate • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) • Provide a conclusion or section related to the opinion presented

Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5	
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
Unit 1 Speaking and Listening Standards	
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the

Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5	
<p>contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p>speaker's idea, sharing the floor, etc)</p> <ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 1 Language Standards	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>Unit 1 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify perfect verb tenses in writing • Conjugate verbs using the perfect verb tenses
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Define and identify items in a series • Separate items in a series using appropriate punctuation • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>L.4.4. 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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary

Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5

Unit 1 Grade 5 Township of Union Instructional Unit

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Edconnect
- Iready diagnostics.

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

- Wonders Texts:
One Hen
Second Day, First Impressions
Camping with the President
The Boy Who Invented TV
The Future of Transportation
- Novels:
Wonder
Frindle
School Mouse

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered "texts."

- Storyworks
- Common Core Writing to Texts
- Grade Level Writing Guide
- Flocabulary
- Strategies for Writers
- Websites
www.storyworks.com
www.readworks.org
www.parcconline.com
www.flocabulary.com
www.achievethecore.org
www.corestandards.org
www.spellingcity.com
www.brainpop.com
www.eduplace.com/graphicorganizer
www.funbrain.com
www.abcya.com

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards: *Informational or Literary.*

- The common core ones; opinion, narrative, informative
- Examples:
- Favorite Season
 - Favorite Holiday
 - Descriptive Haunted House Essay

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

- PARCC Prompts, writing to multiple texts-like the ones from Common Core writing to texts
- Writing to one text: See samples in Common Core Writing to Texts (pgs. 6-40)
- Writing to multiple texts: See samples in Common Core Writing to Texts (pgs. 6-40)

Routine Writing

This is daily writing or writing that is done several times over a week.

- RAPP
- Journal
- Everyday responses during class

Curricular Framework English Language Arts-Grade 5

Unit 1 Grade 5

- Research Based Projects
 - United Nations Project
 - Turkey Project

Unit 2 Grade 5

Unit 2 Reading Standards

RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Unit 2 Reading Critical Knowledge and Skills

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RL.5.2:

- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme

RI.5.2:

- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze 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 grade 5 topic or subject area.

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5	
<p>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.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> • Find the similarities and differences in the structure of two or more texts • Determine the impact of the structure on text meaning
<p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>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).</p> <p>RI.5.9. Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • Read texts closely to determine the main ideas and important details • Synthesize information from multiple sources • Use media efficiently to answer questions and to solve problems • Identify the points or claims an author makes in a text • Identify reasons and evidence for those points or claims made • Prove each point with evidence from the text • Explain how an author uses proof to support a point in the text • Find similarities and differences in themes and topics when reading stories of the same genre • Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabic patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards	
Unit 2 Writing Critical Knowledge and Skills	

Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5

<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Organize ideas using various strategies • Introduce a topic clearly • Compose a clear thesis statement • Provide a general observation and focus • Group related information logically • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information • Use transitional words, phrases, and clauses • Select specific language and vocabulary to convey ideas and information • Write a conclusion that is related to the information or explanation
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills
<p>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.</p>	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing

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Unit 2 Grade 5	
<p>audiences.</p>	<ul style="list-style-type: none"> • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 2 Language Standards	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> • Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs describe time, sequences, states, and conditions in reading • Convey various times, sequences, states, and conditions using verb tenses in writing
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p>	<ul style="list-style-type: none"> • Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address • Identify introductory words and phrases • Separate an introductory element from the rest of the sentence by using

Curricular Framework English Language Arts-Grade 5

Unit 2 Grade 5	
<p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</p> <p>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.4.4. 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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>commas</p> <ul style="list-style-type: none"> • Spell grade-appropriate words correctly • Use references as needed to aid in spelling • Identify sentences in writing that need revision • Revise writing by expanding, combining, and reducing sentences • Determine similarities and differences in the presentation of English used in stories • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary
Unit 2, Grade 5, Township of Union Instructional Unit	
<p>District/School Formative Assessment Plan</p> <p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p>District/School Summative Assessment Plan</p> <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit</i></p> <ul style="list-style-type: none"> • Edconnect • Iready diagnostics.
Unit 2, Grade 5, Township of Union Instructional Unit	
<p>District/School Texts</p> <p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> • Wonders Text: <i>Who Wrote the U.S. Constitution?</i> <i>Where the Mountain Meets the Moon</i> <i>The Boy Who Drew Birds</i> <i>Blancaflor</i> <i>They Don't Mean It</i> 	<p>District/School Supplementary Resources</p> <p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <ul style="list-style-type: none"> • Storyworks • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites www.storyworks.com

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Unit 2 Grade 5

<p>Novels: <i>A Christmas Carol</i> <i>Hatchet</i></p>	<p>www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.abcya.com</p>
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District/School Writing Tasks	
<p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> The common core ones; opinion, narrative, informative <p>Examples:</p> <ul style="list-style-type: none"> - Favorite Season - Favorite Holiday - Describe three gifts you want for the holiday • Research <ul style="list-style-type: none"> - Book Report - Women in History 	<p>Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> PARCC Prompts, writing to multiple texts-like the ones from Common Core writing to texts Writing to one text: See samples in Common Core Writing to Texts (pgs. 6-40) Writing to multiple texts: See samples in Common Core Writing to Texts (pgs. 6-40)
	<p>Routine Writing <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> RAPP Journal Everyday responses during class

Unit Plan 3 Grade 5	
<p>Unit 3 Reading Standards</p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Unit 3 Reading Critical Knowledge and Skills</p> <ul style="list-style-type: none"> Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text <p>RL.5.2: Determine two or more main</p>

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Unit Plan 3 Grade 5		
<p>story, drama or poem to identify the theme and to summarize the text.</p>	<p>ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> Identify the key details in a text Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Identify the theme of the text Determine central message or theme <p>RI.5.2:</p> <ul style="list-style-type: none"> Summarize the key points of a text Identify details to support the main idea Identify at least two main ideas in informational texts Explain how the author supports main ideas in informational text with key details
<p>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).</p>		<p>RL.5.3:</p> <ul style="list-style-type: none"> Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
<p>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</p>		<ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes Analyze similes and metaphors in text and how it impacts the reader
<p>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</p>		<p>RL.5.5:</p> <ul style="list-style-type: none"> Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RL.5.6:</p> <ul style="list-style-type: none"> Identify the narrator's point of view Explain how the point of view impacts the events in the text
<p>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).</p>		<ul style="list-style-type: none"> Synthesize information from multiple sources Use media efficiently to answer questions and to solve problems
<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of</p>		<ul style="list-style-type: none"> Find similarities and differences in themes and topics when reading stories of the same genre Connect the text to other knowledge (e.g. practical knowledge, historical/cultural

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Unit Plan 3 Grade 5	
<p>similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>context, and background knowledge)</p> <ul style="list-style-type: none"> Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabic patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p style="text-align: center;">Unit 3 Writing Critical Knowledge and Skills</p> <ul style="list-style-type: none"> Compose a story hook to engage the reader Establish the story's background or situation Introduce a narrator and/or characters Purposefully arrange events to make the story flow Use dialogue and description to develop experiences and events Show the responses of characters to situations, when appropriate Use a variety of transitional words and phrases to manage the sequence of events Use concrete words and phrases to relay story details Use sensory details to convey experiences and events precisely Provide a conclusion that follows from the narrated experiences or events
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer's designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors

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Unit Plan 3 Grade 5	
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p style="text-align: center;">Unit 3 Speaking and Listening Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Summarize a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting

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Unit Plan 3 Grade 5	
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Present and logically support personal opinions • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
<p>Unit 3 Language Critical Knowledge and Skills</p>	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*</p>	<ul style="list-style-type: none"> • Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Identify the tense of verbs • Identify and correct inappropriate shifts in verb tense in writing
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Outline comma rules for setting off the words yes and no, tag questions, and direct address • Apply comma rules to set off the words yes and no in sentences • Apply comma rules to set off a tag question from the rest of the sentence • Apply comma rules to indicate direct address • Indicate a title by using the proper punctuation for the text • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>L.4.4. 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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ul style="list-style-type: none"> • Identify similes and metaphors in text • Infer the meaning of simple similes and metaphors • Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning • Identify and explain the difference in meanings in related words, like homographs
<p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships

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Unit Plan 3 Grade 5	
Unit 3 Grade 5 Township of Union Instructional Unit	
District/School Summative Assessment Plan	
	<ul style="list-style-type: none"> Choose the most accurate word when discussing a particular topic Use knowledge of conjunctions to broaden vocabulary
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Exit Tickets Unit Tests Quizzes Summarizes/Reflections Text Dependent Questions 	<ul style="list-style-type: none"> Edconnect Iready diagnostics End of Unit Tests
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> Wonders: <ul style="list-style-type: none"> <i>The Story of Snow</i> <i>Westlandia</i> <i>Winter's Tail</i> <i>Davy Crocket Saves the World</i> <i>How Grandmother Spider Stole the Sun</i> Novels: <ul style="list-style-type: none"> <i>Holes</i> <i>A Week in the Woods</i> 	<ul style="list-style-type: none"> Storyworks Magazine Common Core Writing to Texts Grade Level Writing Guide Flocabulary Strategies for Writers Websites <ul style="list-style-type: none"> www.storyworks.com www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.abcya.com
District/School Writing Tasks	District/School Writing Tasks
<p>Primary Focus</p> <ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> If I was trapped in a snow globe? What would one ideal place you would want to live? Research Projects <ul style="list-style-type: none"> Black History Month Project 	<p>Secondary Focus</p> <ul style="list-style-type: none"> Writing to one text: See samples in Common Core Writing to Texts (pgs. 6-40) Writing to multiple texts: See samples in Common Core Writing to Texts (pgs. 6-40) <p>Routine Writing</p> <ul style="list-style-type: none"> RAPP Journal Everyday responses during class

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Unit Plan 3 Grade 5

- Leprechaun Project

Unit 4 Grade 5		
Unit 4 Reading Critical Knowledge and Skills		
<p>Unit 4 Reading Standards</p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text <p>RL.5.2:</p> <ul style="list-style-type: none"> Identify the key details in a text Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Identify the theme of the text Determine central message or theme <p>RI.5.2:</p> <ul style="list-style-type: none"> Summarize the key points of a text Identify details to support the main idea Identify at least two main ideas in informational texts Explain how the author supports main ideas in informational text with key details Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes Analyze similes and metaphors in text and how it impacts the reader <p>RL.5.5:</p> <ul style="list-style-type: none"> Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text <p>RI.5.5:</p> <ul style="list-style-type: none"> Find the similarities and differences in the structure of two or more texts Determine the impact of the structure on text meaning
<p>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</p> <p>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</p>	<p>RL.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>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.</p>	<ul style="list-style-type: none"> Explain how the author supports main ideas in informational text with key details Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes Analyze similes and metaphors in text and how it impacts the reader

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<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RL.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Identify specific strategies for decoding words in texts</p> <p>Apply the specific strategies for decoding and spelling multisyllabic words</p> <p>Use various strategies to understand text and read with purpose</p> <p>Accurately read grade-level poetry and prose aloud</p> <p>Use an appropriate rate and expression when reading aloud</p> <p>Use various strategies to support word recognition and understanding</p> <p>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</p>
Unit 4 Writing Standards	
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings, illustrations, and multimedia when useful to aiding comprehension).</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform</p>	<p>Organize ideas using various strategies</p> <p>Introduce a topic clearly</p> <p>Compose a clear thesis statement</p> <p>Provide a general observation and focus</p> <p>Group related information logically</p> <p>Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</p> <p>Purposefully select information to develop the topic</p> <p>Link ideas within paragraphs and sections of information</p> <p>Use transitional words, phrases, and clauses</p> <p>Select specific language and vocabulary to convey ideas and information</p>

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<p>about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Write a conclusion related to the information or explanation
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Use digital tools to collaborate on written works • Ask for guidance when appropriate • Use technology for producing and publishing writing, and collaborating with others • Demonstrate keyboarding skills
<p>W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> • Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information from multiple sources to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
<p>W.5.8. (Choice) 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.</p>	<ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Include a list of sources used • Take notes on information gathered from the sources to support the topic • Synthesize information to avoid plagiarism • Organize information into categories
<p>W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Use reading literary and informational text to research and investigate topics • Write a thesis statement • Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or

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<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>oral response that demonstrates knowledge of the subject</p> <ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on the choices made while writing • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 4 Speaking and Listening Standards</p>	
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>Unit 4 Language Standards</p>	
<p>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.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Identify main ideas and themes of a presentation • Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks.
<p>Unit 4 Language Standards</p>	
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Unit 4 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Define correlative conjunctions and explain the purpose • Use correlative conjunctions appropriately when writing or speaking • Indicate a title by using the proper punctuation for the text • Explain the different types of punctuation used to indicate title and why • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>Unit 4 Language Standards</p>	
<p>L.4.4. 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</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes

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<p>of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words • Use 5th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing contrast, addition, or other relationships • Choose the most accurate word when discussing a particular topic • Use knowledge of conjunctions to broaden vocabulary
Unit 4 Grade 5 Township of Union Instructional Unit	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Exit Tickets • Unit Tests • Quizzes • Summarizes/Reflections • Text Dependent Questions 	<ul style="list-style-type: none"> • Edconnect • Iready diagnostics • End of Unit Tests
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> • Wonders: <i>A Window Into History</i> <i>A Second Chance for Chip</i> <i>Rosa</i> <i>Our Voices, Our Votes</i> <i>One Well</i> • Novels: <i>Hanna's Suitcase</i> <i>Mrs. Frisby and the Rats NIMH</i> 	<ul style="list-style-type: none"> • Storyworks Magazine • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites www.storyworks.com www.readworks.org www.parcconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com

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www.eduplace.com/graphicorganizer
www.funbrain.com
www.abcya.com

District/School Writing Tasks

Secondary Focus

- Writing to one text: See samples in Common Core Writing to Texts (pgs. 6-40)
- Writing to multiple texts: See samples in Common Core Writing to Texts (pgs. 6-40)

Primary Focus

- Narrative
 - What makes you happy?
 - If I were 100 years old.....
- Research Projects
 - Black History Month Project
 - Women's History Project

Routine Writing

- RAPP
- Journal
- Everyday responses during class

Instructional Best Practices and Exemplars

Text Exemplars

Stories

Carroll, Lewis. *Alice's Adventures in Wonderland*
 Burnett, Frances Hodgson. *The Secret Garden*
 Farley, Walter. *The Black Stallion*
 Saint-Exupery, Antoine de. *The Little Prince*
 Babbitt, Natalie. *Tuck Everlasting*
 Singer, Isaac Bashevis. *Zlateh the Goat*
 Hamilton, Virginia. *M.C. Higgins, the Great*

Erdrich, Louise. *The Birchbark House*
 Curtis, Christopher Paul. *Bud, Not Buddy*
 Lin, Grace. *Where the Mountain Meets the Moon*

Poetry

Blake, William. "The Echoing Green."
 Lazarus, Emma. "The New Colossus."
 Thayer, Ernest Lawrence. "Casey at the Bat."
 Dickinson, Emily. "A Bird Came Down the Walk."
 Sandburg, Carl. "Fog."
 Frost, Robert. "Dust of Snow."
 Dahl, Ronald. "Little Red Riding Hood and the Wolf."
 Nichols, Grace. "They Were My People."
 Mora, Pat. "Words Free As Confetti."

Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*
 Carlisle, Madelyn Wood. *Let's Investigate Marvelously Meaningful Maps*
 Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*
 Offinoski, Steve. *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*
 Wulffson, Don. *Toys: Amazing Stories Behind Some Great Inventions*
 Schleichert, Elizabeth. "Good Pet, Bad Pet."
 Kavash, E. Barrie. "Ancient Mound Builders."
 Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*
 Banting, Erinn. *England the Land*
 Hakim, Joy. *A History of US*
 Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*
 Simon, Seymour. *Horses*.