

Course Name:	5th ELA	Textbooks: Lucy Calking Writing and Reading-Researching Science of Reading and research proven resources to replace Culkins. 2022-2023 Really Great Reading- Explicit Phonics and Foundational Instruction Reading Mini-Lessons- Fountas and Pinnell Interactive Read Aloud Resources Literacy Footprints Targeted leveled readers Home of the Brave-Katherine Applegate	
Credits:			
Prerequisites:			
Description:			
Academic Standards:	RL.5.4, RL.5.2, R.5.4, RL.5.5, R.5.6, RL.5.9 RI. 5.1, RI.5.2, RI. 5.9 W.5.2, W.5.6, L.5.5,L5.6, SL.5.1, SL.5.4		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:

<p>1 1st Quarter-9 Weeks</p>		<p>R-RL.5.4, RL.5.2, R.5.5, W-W.5.2, W.5.6, L-L.5.5,L5.6, S-SL.5.1</p>	<p>Students will...</p> <p>Reading</p> <ul style="list-style-type: none"> -know that there are different characteristics in different genres of literature -utilize my notebook as a place to collect their thinking about their reading using text evidence to prove their thinking, -understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas -figure out whose perspective (or point of view) the text is being written from and the effect it has on the story. -divide into parts, rank, and compare-type questions to help develop ideas about a story read -participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, tic in relation to a shared book reading experience. -Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level. -Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book. <p>Writing</p> <ul style="list-style-type: none"> -Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year. -use a range of sentence types, -write complete sentences with noun and verb agreement -review and implement punctuation, sentence/paragraph structure -use commas to identify a series, to introduce clauses, and in direct address of a person -use commas and quotation marks in writing interrupted and uninterrupted dialogue <p>Word Study</p> <ul style="list-style-type: none"> -spell grade appropriate words correctly throughout writing -separate words into syllables to help spell, decode -notice and use vowel patterns that appear in multisyllabic words
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Students will be able to...

Reading:

- determine or infer the main idea(s) and provided supporting details of nonfiction texts
- recognize, identify, and understand author's use of different structures of nonfiction texts,
- notice and discuss why the author used graphic features such as labels, heading, sidebars, etc.
- notice the use of the author's use of language to evoke sensory images, feeling and mood
- build meaning across several texts.

Summative Assessment:

- Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.

Writing:

- use headings and subheadings to organize different parts and guide the reader
- credit sources of information as appropriate
- write an effective lead paragraph and conclusion
- use new vocabulary specific to the topic
- use underlying structures (sequence, problem and solution, etc) to present different kinds of information
- use notes to record information while gathering appropriate information from multiple sources
- create paragraphs that group related information while producing multiple-paragraph pieces

Summative Assessment:

- write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures

Word Study:

- notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language
- recognize and use a variety of complex/compound words,
- recognize and understand contractions with am, will, not, have, would, or had

Students will...

Reading

- form and express opinions about a text and support with rationale and evidence
- distinguish between fact and opinion in a text,
- notice counter arguments and evidence against those counterarguments in a text,
- evaluate the writer's qualifications for writing on a topic,
- notice notice and critique how a writer uses logical reasoning and specific evidence to support an argument
- understand that a biography is the story of a person's life
- recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words

Summative Assessment:

- Students will partner-read a biography and present a report to the class.
- Students will read and research a teacher-directed topic.

Writing:

- Evaluate the writer's qualifications for writing on a topic
- think across texts to compare and expand understanding of content and ideas from academic disciplines.
- identify and critique specific language a writer uses to persuade
- use paragraphs to organize ideas into the structure of a persuasive essay (introduction, body, conclusion)
- support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes
- address counter arguments against one's claim
- begin with a purposeful lead and close with concluding statements or summaries
- record multiple sources for citation
- utilize a checklist to edit and revise written work
- formulate questions, have others ask questions, and locate sources to answer the questions,

Summative Assessment:

- Students will write an opinion-based essay from a group-researched topic.

Students will be able to...

Reading:

- Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world.
- Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil.
- Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society.
- Evaluate the significance of the setting in the story.
- Use some academic language to talk about fiction genres and literary features.
- Form implicit and explicit questions in response to the events of a plot.
- Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes)

Summative Assessment:

- Students will have read 1-2 books of a Fantasy series while working in book club groups.

Writing:

- Write an engaging lead that captures interest and that may foreshadow the content.
- Select important events and turning points to include in narrative nonfiction.
- Use small moments or experiences to communicate a bigger message.
- Write an ending that fits the piece.
- Write with voice as well as begin to develop literary voice.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts

Summative Assessment:

- Students will have completed their own memoir writing, defining a lesson learned.

Summative Assessment:

Word Work:

- Students will have created a compilation of original poems.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect