

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Grade: 5 Subject: ELA Duration: 9 weeks (Takes you to the end of October) [Module 1](#)

	Reading Skills	I/D/M/R	Grammar	I/D/M/R	Spelling	I/D/M/R	Writing (Include Spelling)	I/D/M/R
<b>Big Idea</b>	Students will become close readers.		Effective writing is a coherent, logical, and effective way for communicating.		Students should be able to spell grade appropriate words.		Students will learn to write with fluency, a command of conventions, and detail and structure when writing <b>narrative</b> pieces. Students will strengthen their <b>informational</b> and research-writing abilities in writing. Students will answer questions related to the text by citing evidence provided within the text. Students will summarize a narrative text.	
<b>Misconceptions</b>	Students feel close reading is “racing through the passages” and retelling information. Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions. Students may have difficulty: breaking words into syllables, identifying syllable types, and rules that command our language (see hyperlinks in resources)							
<b>Proper Conceptions</b>	Students will be required to do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written and justifying their reasoning behind their interpretation using text evidence to support their response. Students to be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author’s interpretation or based on factual information - drawing information from the text to support their conclusions.							
<b>Essential Question:</b>	How can students interpret and analyze characters of fiction and nonfiction texts to build on understanding of theme and point of view?		How does proper use of conventions assist a writer in the development of a piece of writing?		How do the rules of spelling assist students in producing grade appropriate writing?		How do writers develop experiences and events using techniques such as dialogue to write a narrative piece?	

							<p>How do students devise quick drafts of research projects and then revise them?</p> <p>How does a reader cite textual evidence and use quotes to answer a short response question?</p> <p>How good readers paraphrase the events of a story to write a summary?</p>	
<b>Concept</b>	<ul style="list-style-type: none"> <li>● Main Idea</li> <li>● Point of View</li> <li>● Vocabulary</li> <li>● Literary Elements</li> <li>● Theme</li> </ul>		<ul style="list-style-type: none"> <li>● Sentence Types</li> <li>● Punctuation/ Capitalization including quotation marks</li> <li>● Nouns/ Action Verbs</li> <li>● Subjects/ Predicates</li> </ul> <p>*to be taught sequentially</p>		<ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly</li> </ul>		<ul style="list-style-type: none"> <li>● Narrative Writing (about 5 weeks)</li> <li>● TDAs (Do at least 3 of these)</li> <li>● Summaries ( Do at least 3 of these)</li> <li>● Informational Writing (about 1 week)</li> </ul>	

							*Begin with narrative writing. Either intermix TDAs and Summaries, or use the three weeks in between narrative and informational to teach. Begin Informational 9th week as it will continue into next module)	
<b>Competency/ Skills:</b>	<ul style="list-style-type: none"> <li>Determine two or more main ideas of a text and know the difference between main idea and key details.</li> <li>Determine the role characters play in stories, plays, or poems to convey the theme of the piece.</li> <li>Describe how point of view affects a literary text, and how a narrator's or speaker's point of view influences how events are described.</li> </ul>	<p>M</p> <p>D</p> <p>M</p>	<ul style="list-style-type: none"> <li>Complete, Declarative, and Interrogative Sentences (Les 1)</li> <li>Imperative and Exclamatory Sentences; Interjections (Les 2)</li> <li>Common/ Proper Nouns (Les 11)</li> <li>Punctuation (Les 29)</li> </ul> <p>Correct Capitalization</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> <li>Action Verb Review ( supplemental material)</li> <li>Subjects/ Predicates (Les 3)</li> <li>Complete and Simple Subject/ Predicates (Les 4)</li> <li>Compound Subjects/ Predicates (Les 6)</li> </ul>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>M</p> <p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>Closed Syllable Words (Les 1)</li> <li>Words with Long Vowel/ Digraphs (Les 2)</li> <li>Words with Variant Vowels/ Diphthongs (Les 3)</li> <li>Words with -ed , -ing inflections (Les 4)</li> <li>Words with consonant -le (Les 6)</li> <li>Words with VCCV: same medial consonants(Les 7)</li> </ul> <p>*to be taught sequentially</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p> <p>M</p>	<ul style="list-style-type: none"> <li>Write narratives using story structure to develop and complete 2 real or imagined experiences or events with a beginning, middle, and end. Use steps of the writing process to publish 1 piece of writing.</li> <li>Use explicitly stated information including quotes from a text when answering a question.</li> <li>Use Example TDAs with a score of a 4 to highlight components(eg. restated question, cited text, analysis). Use it to work backward to writing a TDA.</li> </ul>	<p>D</p> <p>D</p> <p>D</p>

							<ul style="list-style-type: none"> <li>Summarize the main ideas in fiction and informational texts, capturing the most important parts of the piece.</li> <li>Teach students to write book titles properly: underline book titles when writing, put quotation marks around story titles, and use italics when typing on a computer.</li> <li>Write quick drafts of research reports and then revise them through various lenses.</li> </ul>	M  D  D
Assessment:	<ul style="list-style-type: none"> <li>Storytown Lesson Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Grammar Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Dictated Spelling Test (Summative)</li> <li>Spellingcity.com</li> <li>Homework/worksheets (Formative)</li> </ul>		TDA Rubric Peer Reviews Student Response to prompts	

<p><b>Resources:</b> (Include extension and remediation)</p>	<p>Think Central Storytown Lessons: 1- Plot/Conflict/Resolution Story Structure 2- Plot/ Conflict/ Resolution Story Structure 6- Theme 7- Theme/ Narrative Forms 18- Main Idea/Details Point of View 19- Main Idea/Details</p>		<ul style="list-style-type: none"> <li>• Storytown Grammar Practice Book (lessons stated previously)</li> </ul>		<p>Storytown lesson 1-7 (review week as needed) Breaking Words into Syllables <a href="#">Rules</a></p> <ul style="list-style-type: none"> <li>• LETRS - Module 3, Chapter 5, We Spell by Letter Patterns</li> </ul>	<p>Writing Process Graphic Organizer (Storytown Writer's Companion p.5)</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <li>• Sensory Details, Writer's Viewpoint, Writing a Strong Lead, (Storytown Writer's Companion- Lessons 1-3)</li> <li>• Parts of a Summary (Storytown Writer's Companion pp 59-63)</li> <li>• Parts of a Narrative Paragraph (Storytown Writer's Companion pp 101-102)</li> <li>• Parts of a Paragraph of Historical Information (Storytown Writer's Companion pp 167-169)</li> <li>• How to Answer a TDA (Teacher made handouts available on Google Classroom 5th Grade Folder)</li> <li>• Various Graphic Organizers (Storytown Transparencies)</li> <li>• Daily 6 Writing Grade 5</li> </ul>	
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						(Evan Moore)	
<b>Standards:</b>	<p>CC.1.1.5.E Read with accuracy and fluency to support comprehension. (applicable to all modules)</p> <p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.(applicable to all modules)</p> <p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. (applicable to all modules)</p> <p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (applicable to all modules)</p>		<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling</p> <p>CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words</p> <p>CC.1.4.5 F Spell grade-appropriate words correctly</p>	<p><a href="#">CC.1.4.5.M</a> Write narratives to develop real or imagined experiences or events.</p> <p><a href="#">CC.1.4.5.N</a> Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p><a href="#">CC.1.4.5.O</a> Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><a href="#">CC.1.4.5.P</a> Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p>	

	<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (applicable to all modules)</p> <p>CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. (applicable to all modules)</p> <p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p>							<p><a href="#">CC.1.4.5.F</a> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC. 1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.4.5.Q Write with an awareness of style. (applicable to all modules)</p>
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	<p>CC. 1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC. 1.3.5.A- Determine a theme of a text 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.</p> <p>CC.1.3.5.C- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on the specific details in the text.</p> <p>CC.1.3.5.D- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>							
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	CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.							
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Comments:

Grade: 5 Subject: ELA Duration: 4 weeks(Takes you to Thanksgiving) [Module 2](#)

	Reading Skills	I//D/M/R	Grammar		Spelling	I/D/M/R	Writing (Include Spelling)	I/D/M/R
<b>Big Idea</b>	Researching to Build Knowledge and Teaching Others (Narrative text emphasis)		Students should be writing longer sentences with more complex structures to them.		Students should be able to spell grade appropriate words.		After researching <b>informational text</b> , students will be able to gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources. (Not a Bibliography at this time.)	
<b>Misconceptions</b>	Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level; nor do they ask themselves, “Is my argument clear? Is it interesting?”							
<b>Proper Conceptions</b>	The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.							
<b>Essential Question:</b>	How can students use text structure to gain better comprehension of a story?		How do students develop style in their writing by incorporating varying types of sentences and sentence length?		How do the rules of spelling assist students in producing grade appropriate writing?		How does a writer use print or digital sources to summarize or paraphrase in their writing?	

<p><b>Concept</b></p>	<ul style="list-style-type: none"> <li>• Diverse Media</li> <li>• Text Structure</li> <li>• Sources of Information</li> <li>• Response to Literature</li> <li>• Credibility, Reliability, and Validity of Sources</li> </ul>		<ul style="list-style-type: none"> <li>• Compound sentences</li> <li>• Prepositions and Prepositional Phrases</li> <li>• Complex Sentences</li> </ul>		<ul style="list-style-type: none"> <li>• Spell grade-appropriate words correctly</li> </ul>		<ul style="list-style-type: none"> <li>• Research Reports</li> <li>• Text Structures</li> <li>• TDAs (Do at least 2)</li> <li>• Summaries (Do at least 2)</li> </ul>	
<p><b>Competency/ Skills:</b></p>	<ul style="list-style-type: none"> <li>• Use text structure, within and among texts, to interpret information.</li> <li>• Draw on information from multiple print or digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently.</li> </ul>	<p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>• Simple and Compound Sentences (Les 7)</li> <li>• Preposition and Prepositional Phrases (Les 8)</li> <li>• Clauses and Phrases; Complex Sentences (Les 9)</li> <li>• Singular and Plural Nouns (Les 12)</li> </ul>	<p>D</p> <p>M</p> <p>D</p> <p>R</p>	<ul style="list-style-type: none"> <li>• Words with VCCV: different medial consonants (Les 8)</li> <li>• Words with VCCV (Les 9)</li> <li>• Words with VCV (Les 11)</li> </ul>	<p>M</p> <p>M</p> <p>M</p>	<ul style="list-style-type: none"> <li>• Provide Non-fiction topics to research</li> <li>• Students are writing at least 4 quick drafts of research reports.</li> <li>• Go back into one to revise and publish.</li> <li>• Look at explicit and implicit messages authors use to convey meaning about topics.</li> <li>• Text Structures: Chronological or Time Order, Compare/contrast, Sequence, Problem/Solution, Cause-Effect</li> </ul>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>

	<ul style="list-style-type: none"> <li>Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> </ul>					<ul style="list-style-type: none"> <li>Use explicitly stated information including quotes from a text when answering a question.</li> </ul> <p>*Use all 4 weeks to complete this module. Intertwine TDAs and Summaries as you see fit in either reading or writing.</p>	
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Storytown Lesson Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Grammar Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Dictated Spelling Tests (Summative)</li> <li>Spellingcity.com</li> <li>Worksheets/ Homework (Formative)</li> </ul>	<p>TDA Rubric</p> <p>Peer Reviews</p> <p>Student Response to prompts</p>	
<b>Resources:</b> (Include extension and remediation)	<ul style="list-style-type: none"> <li>Storytown Lessons: 11- Compare/Contrast 12- Compare/Contrast 13- Cause/Effect 14- Cause/Effect</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Grammar Practice Book (Lessons stated previously)</li> </ul>		<ul style="list-style-type: none"> <li>Storytown lesson 8-11 (review week as needed)</li> <li>LETRS - Module 3, Chapter 5, We Spell by Letter Patterns</li> </ul>	<p>Mentor Texts:</p> <ul style="list-style-type: none"> <li>Parts of a News Article (Storytown Writer's Companion pp29-31)</li> <li>Parts of a Descriptive Paragraph (Storytown Writer's Companion pp 71-73)</li> </ul>	

	<ul style="list-style-type: none"> <li>Think Central</li> </ul>						<ul style="list-style-type: none"> <li>Making Clear Comparisons and Contrasts (Storytown Writer's Companion pp 74-78)</li> <li>Parts of a Cause-and-Effect Paragraph (Storytown Writer's Companion pp 89-91)</li> <li>Putting Ideas in Sequence (Storytown Writer's Companion pp 170-172)</li> <li>The Parts of a How-to Paragraph (Storytown Writer's Companion pp 173-175)</li> </ul>	
<b>Standards:</b>	<p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p>		<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.L Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>		<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling</p> <p>CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words</p> <p>C.C.1.4.5.F Spell grade-appropriate words correctly</p>		<p><a href="#">CC.1.4.5.T</a></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	

	<p><a href="#">CC.1.2.5.E</a> Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p><a href="#">CC.1.2.5.G</a> 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><a href="#">CC.1.3.5.E</a> 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><a href="#">CC.1.3.5.G</a> 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>							<p><a href="#">CC.1.4.5.X</a> 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.</p> <p><a href="#">CC.1.4.5.A</a> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><a href="#">CC.1.4.5.B</a> Identify and introduce the topic clearly.</p> <p><a href="#">CC.1.4.5.C</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><a href="#">CC.1.4.5.D</a> Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
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	<p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><a href="#">CC.1.4.5.W</a> 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>					<p><a href="#">CC.1.4.5.E</a> Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p> <p><a href="#">CC.1.4.5.F</a> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><a href="#">CC.1.4.5.W</a> 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>
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							<p><b><u>CC.1.5.5.G</u></b>          Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.          CC. 1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.          CC.1.4.5.K Write with an awareness of style.</p>	
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Comments:



**Grade: 5**    **Subject: ELA**    **Duration: 5 weeks** (Takes you to the first week in January) [Module 3](#)

	<b>Reading Skills</b>	I//D/M/ R	<b>Grammar</b>	I//D/M/ R	<b>Spelling</b>	I/D/M/R	<b>Writing</b> (Include Spelling)	I/D/M/ /R
<b>Big Idea</b>	Researching to Build Knowledge and Teaching Others (Informational text emphasis)		Students should be able to accurately show possession of nouns along with proper use of pronouns.		Students should be able to spell grade appropriate words.		Students will learn the writing skills of a researcher and an essayist to write opinion/argument essays.	
<b>Misconception</b>	<p>Students generally feel the knowledge they have about a topic or subject is correct.</p> <p>Some students believe that writing is an inborn talent.</p>							
<b>Proper Conception</b>	<p>Students should be able to ask and answer questions about the text and make inferences from text. This may or may not conform to students' perceptions. Students should refer to text to support responses.</p> <p>Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.</p>							
<b>Essential Question:</b>	How can students use text structure to gain better understanding of a nonfiction story?		How do you use apostrophes and pronouns to show possession?		How do the rules of spelling assist students in producing grade appropriate writing?		How can you retrieve information from researching and craft it into an opinion essay?	

<p><b>Concept</b></p>	<ul style="list-style-type: none"> <li>● Diverse Media</li> <li>● Analysis Across Text</li> <li>● Response to Literature</li> <li>● Credibility, Reliability, and Validity for Sources</li> <li>● Draw on information topic,</li> </ul>		<ul style="list-style-type: none"> <li>● Possessive Nouns</li> <li>● Pronouns and Antecedents</li> <li>● Subjective and Objective Case Pronouns</li> <li>● Possessive and Reflexive Case Pronouns</li> <li>● Adjectives and Articles</li> </ul>		<p>Spell grade-appropriate words correctly</p>		<ul style="list-style-type: none"> <li>● Opinion-Argument Essay</li> <li>● TDAs (Do at least 3)</li> <li>● Summaries</li> </ul>	

Competency /Skills:	<ul style="list-style-type: none"> <li>● Draw evidence from text to support analysis, reflection and research.</li> <li>● Integrate information from several texts on the same topic to demonstrate understanding of that topic.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflections, and research in informational writing.</li> </ul>	D  D  D	<ul style="list-style-type: none"> <li>● Possessive Nouns (Les 13)</li> <li>● Pronouns and Antecedents (Les 14)</li> <li>● Subjective and Objective Case Pronouns (Les 16)</li> <li>● Possessive and Reflexive Case Pronouns (Les 17)</li> </ul>	D D D D	<ul style="list-style-type: none"> <li>● Words with Prefixes re-, un-, non (Les 12)</li> <li>● Words with Suffixes -able, -ible, -ment, -less (Les 13)</li> <li>● Words with Endings (Les 14)</li> </ul>	M M  M	<ul style="list-style-type: none"> <li>● Teach students how to retrieve informed opinions from within their reading and research on a topic</li> <li>● Conduct Debates- Teach students to choose a position, provide logically ordered reasons in its defense, and consider other positions</li> <li>● Craft opinions into opinion/argument essays</li> <li>● Use explicitly stated information including quotes from a text when answering a question.</li> </ul> <p>*Use all 5 weeks for this module. Intermix TDAs and Summaries as you see fit in either reading or writing.</p>	D  M  D  D

<b>Assessment:</b>	<ul style="list-style-type: none"> <li>● Storytown Lesson Tests (Summative)</li> <li>● Study Island (Summative or Benchmark)</li> <li>● Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>● Storytown Grammar Tests (Summative)</li> <li>● Study Island (Summative or Benchmark)</li> <li>● Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>● Storytown Dictated Spelling Test (Summative)</li> <li>● Worksheets/Homework (Formative)</li> </ul>			
<b>Resources:</b> (Include extension and remediation)	<p>Story Town Lessons:</p> <p>3- Character's Motives</p> <p>4- Character's Motives</p> <p>8- Sequence</p> <p>9- Sequence</p>		Storytown Grammar Lessons:		<ul style="list-style-type: none"> <li>● Storytown lesson 12-14 (review week as needed)</li> <li>● LETRS - Module 3, Chapter 5, We Spell by Letter Patterns</li> </ul>		<p>Mentor Texts:</p> <ul style="list-style-type: none"> <li>● Facts VS. Opinions (Storytown Writer's Companion pp 164-166)</li> <li>● Sentences with Facts and Reasons (Storytown Writer's Companion pp</li> </ul>	
							<p>128-130)</p> <ul style="list-style-type: none"> <li>● The Parts of an Essay of Explanation (Storytown Writer's Companion pp.179-181)</li> </ul>	
<b>Standards:</b>	CC.1.1.5.E Read with accuracy and fluency to support comprehension.		CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling		<p><a href="#">CC.1.4.5.G</a></p> <p>Write opinion pieces on topics or texts.</p>	

	<p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><a href="#">CC.1.4.5.W</a> 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>		<p>CC.1.4.5.L Ensure subject-verb and pronoun- antecedent agreement</p>		<p>CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words</p>	<p><a href="#">CC.1.4.5.H</a> Introduce the topic and state an opinion on the topic.</p> <p><a href="#">CC.1.4.5.I</a> Provide reasons that are supported by facts and details; draw from credible sources.</p> <p><a href="#">CC.1.4.5.J</a> Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><a href="#">CC.1.4.5.W</a> 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>	
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						<p><a href="#">CC.1.4.5.C</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><a href="#">CC.1.4.5.D</a> Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p><a href="#">CC.1.4.5.E</a> Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p>	
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							<p><a href="#">CC.1.4.5.F</a> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p><a href="#">CC.1.4.5.W</a> 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> <p>CC. 1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
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							CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
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Comments:



**Grade:** 5      **Subject:** ELA      **Duration:** 5 weeks (Takes you to the 2nd week in February) [Module 4](#)

	<b>Reading Skills</b>	I/D/ M/R	<b>Grammar</b>	I/D /M/ R	<b>Spelling</b>	I/D/M/R	<b>Writing</b> (Include Spelling)	I/D/ M/R
<b>Big Idea</b>	Considering Perspectives and Supporting Opinions (Emphasis on opinion writing and comparing texts)		Students will be able to identify and use parts of speech such as adjectives, articles, main and helping verbs, action and linking verbs, and present and past tense verbs in writing.		Students will spell grade appropriate words.		Students will be able to write essays over longer periods of time and support ideas with text-based evidence.	
<b>Misconception</b>	Students have a number of misconceptions concerning their reading of informational text. Students feel that if they do not read fast then they are stupid and not good readers. The student may also feel that their opinions might be wrong.							
<b>Proper Conceptions</b>	Reading is a skill and not an indicator of intelligence. Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text is being read.							
<b>Essential Question:</b>	How does an author’s perspective change the way a piece of text is read and interpreted?		How do identifying and using parts of speech help keep sentences balanced with subject-verb agreement?		How do the rules of spelling assist students in producing grade appropriate writing?		How can students compare multiple texts to write longer essays to support ideas with text-based evidence?	

<p><b>Concept</b></p>	<ul style="list-style-type: none"> <li>● Analysis Across Texts</li> <li>● Text Structure</li> <li>● Sources of Information</li> <li>● Text Analysis</li> <li>● Response to Literature</li> <li>● Credibility, Reliability, and Validity of Sources</li> </ul>		<ul style="list-style-type: none"> <li>● Adjectives and Articles</li> <li>● Main and Helping Verbs</li> <li>● Action and Linking Verbs</li> <li>● Present Tense; Subject-Verb Agreement</li> <li>● Past and Future Tenses</li> </ul>		<ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly</li> </ul>		<ul style="list-style-type: none"> <li>● TDAs-Literary and Comparative Essays</li> <li>● Summaries</li> </ul>	
<p><b>Competency / Skills:</b></p>	<ul style="list-style-type: none"> <li>● Integrate information from several texts on the same topic to demonstrate understanding of that topic.</li> <li>● Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</li> </ul>	<p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>● Adjectives and Articles (Les 18) Articles Common adjectives Proper Adjectives (eg. Chinese man) Titles of People Possessive Adjectives Comparative Adjectives</li> <li>● Main and Helping Verbs (Les 19) Main Verb (aka Action)</li> <li>● Action and Linking Verbs (Les 21) Action (aka Main) Linking</li> <li>● Present Tense; Subject-Verb Agreement (Les 22 )</li> <li>● Past and Future Tenses (Les 23)</li> </ul>	<p>D</p> <p>R</p> <p>I</p> <p>M</p> <p>D</p> <p>D</p> <p>M</p> <p>M</p> <p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>● Words with Prefixes im, in, ir, il (Les 16)</li> <li>● Words with Suffixes -ant, -ent, -eer, -ist, -ian (Les 17)</li> <li>● Words with Suffixes -ous, -eous, -ious (Les 18)</li> <li>● Homophones (Les 19)</li> </ul>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<ul style="list-style-type: none"> <li>● Students are using multiple texts to develop ideas about the plot, character, theme, author’s intent, etc.</li> <li>● Students are supporting the ideas they have developed by writing an essay that draws evidence from multiple texts to support their opinions.</li> </ul> <p>*Use all 5 weeks for this module. Intermix summaries as you see fit in either reading or writing.</p>	<p>D</p> <p>D</p>

<b>Assessment :</b>	<ul style="list-style-type: none"> <li>• Storytown Lesson Tests (Summative)</li> <li>• Study Island (Summative or Benchmark)</li> <li>• Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>• Storytown Grammar Tests (Summative)</li> <li>• Study Island (Summative or Benchmark)</li> <li>• Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>• Storytown Dictated Spelling Test (Summative)</li> <li>• Worksheets/Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>• Rubrics</li> </ul>
<b>Resources:</b> (Include extension and remediation)	<p>Story Town Lessons:</p> <p>16- Inferences</p> <p>17- Inferences</p> <p>21- Author's Purpose/Perspective</p> <p>22- Author's Purpose/Perspective</p>				<ul style="list-style-type: none"> <li>• Storytown lessons 16- 19 (review week as needed)</li> <li>• LETRS - Module 3, Chapter 6, We Spell By Meaning</li> </ul>		<ul style="list-style-type: none"> <li>• ELA Released PSSA Items</li> </ul>
<b>Standards:</b>	<p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <p><a href="#">CC.1.2.5.E</a></p> <p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p>		<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.5.R Use verb tense to convey various times, sequences, states, and conditions</p> <p>CC.1.4.5.L Ensure subject-verb and pronoun- antecedent agreement</p> <p>**See Eligible Content for more specific descriptors</p>		<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling</p> <p>CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words</p> <p>EO5.D.1.2.5 Spell grade-appropriate words correctly</p>		<p><a href="#">CC.1.4.5.A</a></p> <p>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><a href="#">CC.1.4.5.B</a></p> <p>Identify and introduce the topic clearly.</p>

	<p><a href="#">CC.1.2.5.I</a> Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p><a href="#">CC.1.3.5.B</a> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p><a href="#">CC.1.3.5.G</a> 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> <p><a href="#">CC.1.4.5.I</a> Provide reasons that are supported by facts and details; draw from credible sources.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>						<p><a href="#">CC.1.4.5.C</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><a href="#">CC.1.4.5.D</a> Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	
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	<p><a href="#">CC.1.4.5.W</a> 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>						<p><a href="#">CC.1.4.5.E</a> Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.</p> <p><a href="#">CC.1.4.5.F</a> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	
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							<a href="#">CC.1.4.5.W</a> 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.	
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Comments:

Grade: 5 Subject: ELA Duration: 4 weeks (Takes you to the 2nd week of March) [Module 5](#)

	Reading Skills	I/D/M/R	Grammar		Spelling	I/D/M/R	Writing (Include Spelling)	I/D/M/R
<b>Big Idea</b>	Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)		Students will be able to extend verb usage into creating sentences that are written with correct subject-verb agreement.		Students will spell grade appropriate words.		Students will craft memoirs that are hybrids of all they know about expository and narrative writing to advance an idea about their lives.	
<b>Misconception</b>	When writing, authors always have one distinct audience or one distinct purpose. If the purpose is to entertain, then the work must be funny or have a happy ending.							
<b>Proper Conceptions</b>	Authors may have in mind multiple audiences, and purposes may be mixed. In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."							
<b>Essential Question:</b>	How can the use of facts and opinions in a piece help persuade a reader to a specific perspective?		How does learning about verb tenses create more proper sentences?		How do the rules of spelling assist students in producing grade appropriate writing?		How does knowing about essay and story shape a text where the structure supports meaning?	
<b>Concept</b>	<ul style="list-style-type: none"> <li>• Diverse Media</li> <li>• Evaluating Arguments</li> <li>• Analysis Across Texts</li> <li>• Point of View</li> <li>• Response to Literature</li> <li>• Credibility, Reliability, and Validity of Sources</li> </ul>		<ul style="list-style-type: none"> <li>• Perfect Tenses</li> <li>• Irregular Verbs</li> <li>• Contractions</li> <li>• Adverbs</li> </ul>	D D	<ul style="list-style-type: none"> <li>• Spell grade-appropriate words correctly</li> </ul>		<ul style="list-style-type: none"> <li>• Shaping Texts from Essay to Narrative to Autobiographical Narratives (nonfiction story about someone's life)(3 weeks)</li> <li>• TDAs (at least 2)</li> </ul>	

							<ul style="list-style-type: none"> <li>Summaries (at least 2)</li> </ul> *Teacher decides how to intermix TDAs and Summaries with Autobiographical Narratives.	
<b>Competency /Skills:</b>	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li> <li>Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently</li> <li>Determine how an author supports particular points in a text through reasons and evidence</li> <li>Integrate information from several texts on the same topic to demonstrate understanding of that topic.</li> </ul>	D  D  D	<ul style="list-style-type: none"> <li>Perfect Tenses (Les 24)</li> <li>Irregular Verbs (Les 26)</li> <li>Contractions (Les 27)</li> <li>Adverbs (Les 28)</li> </ul>	M D D R	<ul style="list-style-type: none"> <li>Words with Word Parts in-, out-, down-, up- (Les 21)</li> <li>Words with Word Parts -ation, -ition, -sion, -ion (Les 22)</li> <li>Words with Silent Letters (Les 23)</li> <li>Words with Unusual Plurals (Les 24)</li> </ul>	D  D D D	<ul style="list-style-type: none"> <li>Students write 2 autobiographical pieces</li> <li>Read and reread mentor texts</li> <li>Compare the mentor texts with your own to analyze writing craft.</li> <li>Teacher invites students to consider various ways to convey meaning, including language, symbolism, structural choices, and perspective</li> </ul> *Use all 4 weeks for this module.	D  D  D



<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Storytown Lesson Tests (Summative)</li> <li>• Study Island (Summative or Benchmark)</li> <li>• Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>• Storytown Grammar Tests (Summative)</li> <li>• Study Island (Summative or Benchmark)</li> <li>• Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<ul style="list-style-type: none"> <li>• Storytown Dictated Spelling Test (Summative)</li> <li>• Worksheets/homework (Formative)</li> </ul>			
<b>Resources:</b> (Include extension and remediation)	<p>Story Town Lessons:</p> <p>26- Summarize/Paraphrase</p> <p>27- Summarize/ Paraphrase</p> <p>28- Fact/Opinion</p> <p>29- Fact/Opinion</p>		<ul style="list-style-type: none"> <li>• Storytown Grammar Practice Books (Lessons stated previously)</li> </ul>		<ul style="list-style-type: none"> <li>• Storytown lessons 21- 24 (review week as needed)</li> <li>• LETRS - Module 3, Chapter 6, We Spell By Meaning</li> </ul>		<p>Mentor Texts:</p> <ul style="list-style-type: none"> <li>• The Parts of an Autobiographical Composition (Storytown Writer’s Companion pp 17-22)</li> <li>• The Parts of an Autobiographical Narrative (Storytown Writer’s Companion pp 23-25)</li> <li>• Review: Writer’s Craft (Storytown Writer’s Companion pp 26-28)</li> </ul>	

<p><b>Standards:</b></p>	<p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.  <a href="#">CC.1.2.5.E</a>  Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).  <a href="#">CC.1.2.5.I</a>  Integrate information from several texts on the same topic to demonstrate understanding of that topic.  <a href="#">CC.1.3.5.B</a>  Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.  <a href="#">CC.1.3.5.G</a>  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).  CC.1.  <a href="#">CC.1.4.5.S</a>  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.  <a href="#">CC.1.4.5.W</a></p>	<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  CC.1.4.5.R Use verb tense to convey various times, sequences, states, and conditions  CC.1.4.5.L Form and use the perfect verb tenses( e.g. I had walked, I have walked, I will have walked)</p> <p>**See Eligible Content for more specific descriptors.</p>	<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling  CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words</p>	<p><a href="#">CC.1.4.5.M</a>  Write narratives to develop real or imagined experiences or events.  <a href="#">CC.1.4.5.N</a>  Orient the reader by establishing a situation and introducing a narrator and/or characters.  <a href="#">CC.1.4.5.O</a>  Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.  <a href="#">CC.1.4.5.P</a>  Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.  <a href="#">CC.1.4.5.F</a>  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
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	<p>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>						<p><a href="#">CC.1.4.5.S</a>          Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.          CC. 1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
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Comments:

Grade: 5 Subject: ELA Duration: 5 weeks (To 2nd week in April) [Module 6](#)

	Reading Skills	I/D/M/R	Grammar	I/D/M/R	Spelling	I/D/M/R	Writing	I/D/M/R
<b>Big Idea</b>	Students will be able to gain deeper understanding of a text using literary devices.		Students will be able to identify and understand how authors/poets use figurative language and poetic devices to convey meaning in poetry.		Students will spell grade appropriate words.		By being able to identify and understand how authors/poets use figurative language and poetic devices to convey meaning in poetry, students will be able to begin incorporating these into their writing.	
<b>Misconception</b>	Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to. Following an organizational structure is boring and uncreative.							
<b>Proper Conceptions</b>	Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared. Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.							
<b>Essential Question:</b>	How do Literary Devices in a text allow for deeper understanding of the story or poem?		How does the structure and language in a poem affect its overall meaning?		How do the rules of spelling assist students in producing grade appropriate writing?		How do authors/poets convey meaning in their writing to their audience?	
<b>Concept</b>	<ul style="list-style-type: none"> <li>Analysis Across Texts</li> <li>Point of View</li> <li>Focus for Writing</li> <li>Collaborative Discussion</li> </ul>		<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Types of Poems</li> </ul>		<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly</li> </ul>		<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Types of Poems</li> <li>TDA's (at least 3)</li> <li>Summaries (at least 3)</li> </ul> <p>*Teacher decides how to intermix TDA's and Summaries throughout time frame of 5 weeks. These can also be done during the reading block of time or as an independent assignment to be turned in.</p>	

<p><b>Competency /Skills:</b></p>	<ul style="list-style-type: none"> <li>Analyze various poems and texts to identify literary devices.</li> <li>Describe how literary devices change the mood of a poem or story.</li> <li>Explain how literary devices work together in a poem or story to create greater understanding of the text.</li> </ul>	<p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>Identifying Types of Figurative Language (eg. similes, metaphors, personification, alliteration, idioms, hyperbole, onomatopoeia)</li> <li>Types of Poems (eg. Quatrain, Haiku, Cinquain, Diamante)</li> </ul>	<p>D</p> <p>I</p>	<ul style="list-style-type: none"> <li>Words with Prefix + Root Word + Suffix (Les 26)</li> <li>Words with Greek Word Parts (Les 27)</li> <li>Words with Latin Word Parts (Les 28)</li> <li>Borrowed Words (Les 29)</li> </ul>	<p>D</p> <p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>Students use Literary Devices in writing: <ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> </ul> </li> <li>Students are writing various poems and publishing them. (ag. Quatrain, Haiku, Cinquain, Diamante)</li> <li>Students are sharing poems aloud</li> </ul>	<p>D</p> <p>I</p> <p>I</p> <p>I</p>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>Storytown Lesson Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/</li> </ul>		<ul style="list-style-type: none"> <li>Storytown Grammar Tests (Summative)</li> <li>Study Island (Summative or Benchmark)</li> <li>Bell Ringers/ Exit Tickets/ Worksheets/ Homework (Formative)</li> </ul>		<p>Application of spelling rules being taught (dictated spelling test)</p>			

	Exit Tickets/ Worksheets/ Homework (Formative)						
<b>Resources:</b> (Include extension and remediation)	Story Town Lessons: 23- Literary Devices 24- Literary Devices		<ul style="list-style-type: none"> <li>Two poems and lessons from Reading Poetry in the Middle Grades "Abandoned Farmhouse" and "Deserted Farm". Teacher made poetry packet with figurative language flashcards, poetic devices, and parts of a poem.</li> <li>ELA Released PSSA Samplers</li> </ul>		<ul style="list-style-type: none"> <li>Storytown lessons 26- 29) (review week as needed)</li> <li>LETRS - Module 3, Chapter 6, We Spell By Meaning</li> </ul>		<ul style="list-style-type: none"> <li>Teacher made documents (Share what you have in Google Classroom in fifth grade folder.)</li> </ul>
<b>Standards:</b>	CC.1.2.5.F Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		CC.1.2.5.F Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling CC.1.1.5.D Know and apply grade- level phonics and word analysis skills in decoding words		CC.1.2.5.J Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.1.4.5 Students write for different purposes and audiences Students write clear and focused text to convey a well defined perspective and appropriate content. <a href="#">CC.1.4.5.S</a> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

	CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language						CC. 1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
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Comments:

Grade: 5 Subject: ELA Duration: 4 weeks (To end of the school year) [Module 7](#)

	Reading Skills	I/D/M/R	Grammar	I/D/M/R	Spelling	I/D/M/R	Writing	I/D/M/R
<b>Big Idea</b>	Literary analysis as students complete a student-led literature study.		Students are integrating their grammar skills into their writing activities.		Students are using a spelling bee list of words to review patterns taught throughout the year.		Students will have free choice for completing independent writing activities.	
<b>Essential Question:</b>	How can a student use previously learned skills to show comprehension of a novel?		How can a student use previously learned skills to create independent writing activities?		How can students show they have a strong understanding of word patterns and parts?		What kind of writing pieces can students use to show independence of writing skills?	
<b>Misconception</b>	Readers' Theater is only for small children or for those with extensive theatrical experience. Students must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.							
<b>Proper Conception</b>	Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.							
<b>Concept</b>	<ul style="list-style-type: none"> <li>• Diverse Media</li> <li>• Evaluating Arguments</li> <li>• Analysis Across Texts</li> <li>• Point of View</li> <li>• Collaborative Discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Talk to Text</li> <li>• Collaborative Discussion</li> <li>• Point of View</li> </ul>		<b>** Suggested End of Year Activities</b> <ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Content Area Spelling Words               <ul style="list-style-type: none"> <li>- Science</li> <li>- Social Studies</li> <li>- Math</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Focus for Writing</li> <li>• Free Choice (eg. writing scripts, writing fractured fairy tales, etc.)</li> </ul>	
<b>Competency /Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze multiple accounts of</li> </ul>		<ul style="list-style-type: none"> <li>• Skills previously learned integrated into independent writing</li> </ul>	D	<ul style="list-style-type: none"> <li>• Students are given a spelling list containing words from the year.</li> <li>• Allow time to study, work in</li> </ul>	R	<b>Free Choice to Produce Writing:</b> <ul style="list-style-type: none"> <li>• Write a script for a skit or play</li> <li>• Write your own version of a fairy tale</li> </ul>	D D



	<p>the same event or topic, noting important similarities and differences in the point of view they represent</p> <ul style="list-style-type: none"> <li>● Integrate information from several texts on the same topic to demonstrate understanding of that topic</li> <li>● Draw on information from multiple print and digital sources, demonstrating the ability to provide text based</li> </ul>	D	activities.		<p>centers, etc. to review words and patterns</p> <ul style="list-style-type: none"> <li>● On last week of school have a classroom spelling bee</li> </ul>	R	<ul style="list-style-type: none"> <li>● Any other ideas can be added here.</li> </ul>	D
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	<p>evidence to answer questions or to solve problems efficiently</p> <ul style="list-style-type: none"> <li>● Determine how an author supports particular points in a text through reasons and evidence.</li> </ul>	D					
<b>Assessment :</b>	<ul style="list-style-type: none"> <li>● Teacher created assessments</li> <li>● Culminating Book Report</li> <li>● Project or Presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Rubrics</li> </ul>				<ul style="list-style-type: none"> <li>● Rubrics</li> </ul>

<b>Resources:</b> (Include extension and remediation)	<ul style="list-style-type: none"> <li>● Trade Books</li> <li>● Novels</li> </ul>				<ul style="list-style-type: none"> <li>● Spelling Bee list of words</li> <li>● Content Specific word list</li> </ul>		Suggestions for Independent Writing Activities: <ul style="list-style-type: none"> <li>● Directions for writing plays (Document to be shared in Google Classroom 5th Grade folder)</li> <li>● Fairy Tales Picture Books</li> </ul>	
<b>Standards:</b>	CC.1.1.5.E Read with accuracy and fluency to support comprehension. <a href="#">CC.1.2.5.D</a> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <a href="#">CC.1.2.5.G</a> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly/to solve a problem efficiently.		CC.1.5.5.A Engage effectively in a range of collaborative discussions or grade-level topics and texts building on others' ideas and expressing their own clearly. CC.1.3.5.A Demonstrate understanding of key ideas and details in literature. CC.1.3.5.D Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.		CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, and spelling CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words		CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.U With some guidance and support 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 sitting. CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.W Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.1.4.5.X 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.	

	<p><a href="#">CC.1.2.5.H</a> Determine how an author supports particular points in a text through reasons and evidence.</p> <p><a href="#">CC.1.2.5.I</a> Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p><a href="#">CC.1.5.5.A</a> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>						<p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others ideas and expressing their own clearly.</p> <p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.F include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	
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