

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ELA

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 5
Credit Value:	N/A
Date Approved:	August 23, 2022

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Modifications will be made to accommodate IEP mandates for classified students

Grade 5 Reading Pacing Guide

Marking Period 1

Making Meaning Unit	Standard <u>Social Emotional Competencies</u>
<p>The Reading Community Unit 1 (2 weeks)</p> <p><i>The Lotus Seed (MM)</i> <i>Something to Remember Me By</i> *RL.5.9</p> <p><i>Everybody Cooks Rice</i> *RL.5.6</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.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of 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>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <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.5.9. 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> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p>

Using Text Features
Unit 2
(3 weeks)

Rainforests *RI.5.2

*“All Work & No Play” &
 “Follow That Ball!”* *RI.5.8

*Great Women of the American Revolution
 Or
 Women Inventors Hidden in History* *RI.5.8

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7. 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.

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).

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Questioning
Unit 3
(2 weeks)

Big Cats *RI.5.1

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

	<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>Vocabulary Weeks 1 through 7</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Marking Period 2

Making Meaning Unit	Standard <u>Social Emotional Competencies</u>
<p>Analyzing Text Structure Unit 4 (4 Weeks)</p> <p>Read Aloud: Tuck Everlasting</p> <p>Week 1, L1 Prologue, Ch. 1 & 2 RL.5.2 RL.5.3</p> <p>Week 1, L2 Ch. 3,4, Part of 5 RL.5.2 RL.5.3</p> <p>Week 1, L3 Ch. 5 & 6 RL.5.1</p> <p>Week 1, L4 Ch. 7 & 8 RL.5.1</p> <p>Week 2 Ch. 9-15 RL.5.1, RL.5.6, RL.5.3</p> <p>Week 3 Ch. 16-21 RL.5.1 RL.5.3</p> <p>Week 4 Ch. 22- Epilogue RL 5.1 RL5.2 RL5.3. RL5.6 I</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.5.3. 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.5.7. 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> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</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 or above, with scaffolding as needed.</p>

<p>Making Inferences Unit 5 (2 weeks)</p> <p>Read Aloud: Van Gogh Cafe RL. 5.1</p> <p>Read Alouds: Speech Class, October Saturday, Eraser & School Clock, Backyard RL.5.1, RL.5.4</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.5.4. 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>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>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>
<p>Vocabulary Weeks 8 through 14</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Marking Period 3

Making Meaning Unit	Standard <u>Social Emotional Competencies</u>
<p>Making Inferences Unit 6</p> <p><i>Fiction & Expository Nonfiction</i> (3 weeks)</p> <p>Read-Alouds: <i>Richard Wright and the Library Card</i> OR <i>It Jes' Happened</i> & <i>Uncle Jed's Barbershop</i> *RL.5.1, RL.5.2, RL.5.3, RL.5.6</p> <p>Read-Aloud: <i>Hurricanes</i> *RI.5.1, RI.5.3</p> <p>Read-Alouds: <i>Global Warming</i> <i>Rainforests</i> * RI.5.5</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.5.3. 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.5.5. 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.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of 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>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <hr/> <p>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.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</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> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>

Analyzing Text Structure Unit 7

Expository Nonfiction (5 weeks)

Read-Alouds:

- “Copycats: Why Clone?”
- “The Debate on Banning Junk Food Ads”

***RI.5.2, RI.5.8**

Analyzing Text Structure Unit 7

Read-Alouds:

- “All-girls and All-boys Schools: Better for Kids”
- “Do Kids Really Need Cell Phones?”

***RI.5.6, RI.5.8**

Read-Alouds:

- “How to Make an Origami Cup”
- “Ashton Hammerheads Schedule for September 2015”
- “Blue Line Train Schedule”
- “Frontier Fun Park”

*** RI.5.7**

Read-Aloud

- *Survival and Loss: Native American Boarding Schools*

RI.5.1, RI.5.3, RI.5.4 RI.5.5

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 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.

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).

Vocabulary
Weeks 15 through 21

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.

L.5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Marking Period 4

Making Meaning Unit	Standard <u>Social Emotional Competencies</u>
<p>Determining Important Ideas and Summarizing Unit 8 <i>Narrative Nonfiction (River Ran Wild & Houdini)</i> <i>Fiction (Mrs. Buell)</i> (4 weeks)</p> <p>Read Alouds A River Ran Wild RI.5.2</p> <p>Harry Houdini: Master of Magic -OR- The Last Black King of the Kentucky Derby RI.5.2</p> <p>Mrs. Buell RL.5.1, RL.5.2</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</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> <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>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>Synthesizing Unit 9 <i>Science Fiction (Zoo)</i> <i>Narrative Nonfiction (12 seconds)</i> <i>Expository Nonfiction (Pros & Cons)</i> <i>Essays (For/Against It)</i> <i>Book Reviews</i> (4 weeks)</p> <p>Read Alouds Mrs. Buell Zoo RL.5.1</p> <p>12 Seconds from Death RL.5.1</p> <p>The Pros and Cons of Year-Round Schools</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 or above, with scaffolding as needed.</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>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</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>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>Year-Round School: I'm for It Year-Round School: I'm Against It RI.5.8</p> <p>Review of The Legend of Sleepy Hollow Review of The Ballad of Lucy Whipple RL.5.1</p>	
<p>Revisiting the Reading Community Unit 10 (1 week)</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 or above, with scaffolding as needed.</p> <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>Vocabulary Weeks 22 through 28</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 5 Writing Pacing Guide

Marking Period 1 September-November				
Fifth Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
<p>The Writing Community Unit 1 <i>The True Story of the Three Little Pigs!</i> <i>The Frog Prince Continued</i> <i>"About Jon Scieszka"</i> <i>"The Hippopotamushrooms" and "Oh Sleek Bananaconda"</i> <i>"Lemonade"</i> <i>"Backyard Bubbles"</i> <i>My Rotten Redheaded Older Brother</i> <i>Meteor!</i> <i>"About Patricia Polacco"</i> <i>Water Dance</i> <i>Can It Rain Cats and Dogs?</i></p> <p>The Writing Process Unit 2 <i>"About Jon Scieszka"</i></p> <p>Personal Narrative Unit 3 <i>Knots in My Yo-yo String: An Autobiography of a Kid</i> <i>Still Firetalking</i> <i>"On Respect: What I Learned from Carl"</i> <i>"On Helping Others: Learning a Valuable Lesson"</i></p> <p>***** * Grammar lessons are intended to be taught in small groups for those students that</p>	<p>W.5.1 (a,b,c,d) Write opinion pieces W.5.2 (a,b,c,e) Write informative explanatory texts W.5.3 (a,b,d) Write narrative pieces W.5.4 Develop & organize writing W.5.5 Plan, revise, and edit</p> <p>W.5.8 Gather information, summarize/paraphrase W.5.10 Write over short/extended time, for task, purpose & audience</p>	<p>SL.5.1 (d) Converse collaboratively SL.5.4 Report on a topic or text</p>	<p>L.5.1 (b,c,d) Demonstrate grammar conventions L.5.3 (a) Use conventions when writing, speaking, reading L.5.4 (c) Clarify unknown/multiple meaning words/Latin roots</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

<p>need support. Please see the skills practice book for lessons. Suggested lessons will appear in the BAW TE</p>				
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Marking Period 2 November-January				
Fifth Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
<p>Fiction Unit 4 <i>The Wreck of the Zephyr</i> <i>Moir's Birthday</i> <i>Nothing Ever Happens on 90th Street</i> <i>Sweet Music in Harlem</i> <i>The Sweetest Fig</i> <i>Uncle Jed's Barbershop</i> <i>The Lotus Seed</i> <i>Just a Dream</i> <i>The Summer My Father Was Ten</i> <i>"About Chris Van Allsburg"</i></p> <p>Expository NonFiction Unit 5 <i>I Wonder Why Penguins Can't Fly and other questions about polar lands</i> <i>I Wonder Why the Sahara is Cold at Night and other questions about desserts</i> <i>Rainforests</i> <i>Extreme Earth Records</i> <i>Global Warming</i> <i>"All About Seymour Simon"</i></p>	<p>W.5.1 (a,b,c,d) Write opinion pieces W.5.2 (a,b,c,e) Write informative explanatory texts W.5.3 (a,b,c,e) Write narrative pieces W.5.4 Develop & organize writing W.5.5 Plan, revise, and edit W.5.7 Research topics using several sources W.5.8 Gather information, summarize/paraphrase W.5.10 Write over short/extended time, for task, purpose & audience</p>	<p>SL5.2 Summarize information presented orally/other media</p>	<p>L.5.1 (a,c,d) Demonstrate grammar conventions L.5.2 (d,) Demonstrate capitalization, punctuation, spelling L.5.3 (a) Use conventions when writing, speaking, reading L.5.4 (c) Clarify unknown/multiple meaning words/Latin roots</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

Marking Period 3 January-April				
Fifth Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
<p>Expository NonFiction Unit 5 <i>Selecting Research Topics</i> <i>Developing Research Questions</i> <i>Research and Taking Notes</i> <i>Organizing Research</i> <i>Drafting</i> <i>Revising</i> <i>Proofreading</i></p> <p>Functional Writing Unit 6 <i>Identify Types of Functional Writing</i> <i>Writing Directions (accuracy and clarity)</i> <i>Revising</i> <i>Editing</i></p> <p>Opinion Writing Unit 7 <i>"WARNING: Too Much TV is Hazardous to Your Health"</i> <i>"Television: The Most Disparaged Resource of the Information Age"</i> <i>"Animal Experimentation Save Lives"</i> <i>"Animal Testing: Here is the Truth"</i></p>	<p>W.5.1 (a,b,c,d) Write opinion pieces W.5.2 (c,d,e) Write informative explanatory texts W.5.4 Develop & organize writing WL.5.5 Plan, revise, and edit W.5.6 Use technology to produce & publish writing W.5.7 Research topics using several sources W.5.8 Gather information, summarize/paraphrase W.5.9 (a, b) Draw evidence from texts to support analysis, reflection, and research. W.5.10 Write over short/extended time, for task, purpose & audience</p>	<p>SL.5.1 (a,b,c,d) Converse collaboratively SL5.2 Summarize information presented orally/other media SL.5.4 Report on a topic or text SL5.6 Adapt speech to a variety of contexts</p>	<p>L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling L.5.3 (a) Use conventions when writing, speaking, reading L.5.6 Use grade specific words/phrases</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

Marking Period 4 April-June				
Fifth Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Opinion Writing Unit 7 <i>"School Uniforms"</i> <i>Drafting</i> <i>Revising</i> <i>Editing</i> <i>Proofreading</i></p> <p>Poetry Unit 8 <i>"September"</i> <i>"The Sea"</i> <i>"Porch Light"</i> <i>"Child Frightened by a Thunderstorm"</i> <i>"fireworks"</i> <i>"flamingo"</i> <i>"Windshield Wiper"</i> <i>"Gentle Sound of Rain"</i> <i>"I Love the Look of Words"</i> <i>"Poet Quotes: What is Poetry?"</i> (2 weeks)</p> <p>Revisiting the Writing Community Unit 9</p>	<p>W.5.1 (a,b,c,d) Write opinion pieces W.5.2 (b,e) Write informative explanatory texts W.5.4 Develop & organize writing WL.5.5 Plan, revise, and edit W.5.6 Use technology to produce & publish writing W.5.8 Gather information, summarize/paraphrase W.5.9 Draw evidence from texts to support analysis, reflection, and research. W.5.10 Write over short/extended time, for task, purpose & audience</p>	<p>SL.5.1 (a,b,c,d) Converse collaboratively SL.5.2 Summarize information presented orally/other media SL.5.4 Report on a topic or text</p>	<p>L.5.1 (a,b,c,d,e) Demonstrate grammar conventions L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling L.5.3 (a) Use conventions when writing, speaking, reading L.5.5 Demonstrate figurative language, word relationships L.5.6 Use grade specific words/phrases</p>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>
<u>21st Century Skills</u>	<p>NJSLS Technology 8.1.5.D.2 Analyze the resource citations in online materials for proper use. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>			

W 5.1	<p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p>Vocabulary</p> <p>organization opinion phrases clauses transitions concluding statement facts details logical claim evidence</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use reasons to support my opinion? <input type="checkbox"/> How can I use information to support my opinion? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine how to clearly introduce topic or text. <input type="checkbox"/> Write an opinion piece that includes strong organizational structure. <input type="checkbox"/> Write an opinion piece that includes reasons supported by facts and details. <input type="checkbox"/> Write an opinion piece that includes links between opinion and reasons. <input type="checkbox"/> Write an opinion piece that includes a concluding statement or section. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model identifying authors' points of view/opinions in various texts. <input type="checkbox"/> Model writing an opinion piece with logically ordered reasons using the writing process. <input type="checkbox"/> Provide opportunities for guided and independent practice in writing using mini--lessons during the writing process. <input type="checkbox"/> Provide opportunities for students to use peer conferencing during the writing process.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the topic or text I am writing about? How will you support your opinion? <input type="checkbox"/> What is my opinion or my point of view and why do I think this? <input type="checkbox"/> What reasons do you state to explain your opinion? <input type="checkbox"/> Which facts and details have you included that support your opinion? <input type="checkbox"/> Should your reasons be placed in a specific order? Why, or why not? <input type="checkbox"/> Have you grouped your reasons and connected them with linking words or phrases? <input type="checkbox"/> Does your concluding statement relate back to the opinion(s) you presented earlier in your writing? 		
<p>W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) d. Provide a concluding statement or section related to the opinion presented.</p>		
<p>W 6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce a claim(s) and organize the reasons and evidence clearly and support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>c. Establish and maintain a formal style. d. Provide a concluding statement or section that follows from the argument presented.</p>		

W 5.2	<p>Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Vocabulary</p> <p>topic</p> <p>focus</p> <p>links</p> <p>categories</p> <p>conclusion</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use information to express an idea? <input type="checkbox"/> How can I use domain-specific vocabulary to express ideas accurately? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop related information grouped logically. <input type="checkbox"/> Write an informative/explanatory text that includes related information containing formatting. <input type="checkbox"/> Write an informative/explanatory text that includes a topic developed with facts, definitions, concrete details, quotations, and examples. <input type="checkbox"/> Write an informative/explanatory text that includes ideas linked in and across categories. <input type="checkbox"/> Write an informative/explanatory text that includes precise language and domain-specific vocabulary. <input type="checkbox"/> Write an informative/explanatory text that includes a concluding statement. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model writing an informative/explanatory piece with logically ordered information and domain-specific vocabulary using the writing process (pre-planning, drafting, revising, editing, publishing). <input type="checkbox"/> Provide opportunities for guided practice in writing an informative/explanatory piece using mini--lessons during the writing process. <input type="checkbox"/> Provide independent practice writing an informative/explanatory piece. <input type="checkbox"/> Provide opportunities for students to use peer conferencing during the writing process.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the topic - and my purpose? <input type="checkbox"/> How will you introduce your topic? <input type="checkbox"/> How will you organize and group your information? <input type="checkbox"/> What format will I use to write my piece? <input type="checkbox"/> How will you narrow the focus of your writing? <input type="checkbox"/> What is the general observation or focus that I want to include in my introduction? <input type="checkbox"/> What information and details should I include to give my reader enough information on the topic? <input type="checkbox"/> What definitions and quotations should I include? <input type="checkbox"/> What do others say about your topic? Can you include a quote from the reading you did? <input type="checkbox"/> Are there illustrations, or other media you can use as a source to make your text easier to understand? <input type="checkbox"/> What relevant facts support the topic? <input type="checkbox"/> What words/phrases will you use to link your ideas across paragraphs and across the text. <input type="checkbox"/> Have I used specific vocabulary to explain the topic? <input type="checkbox"/> Do I have a concluding statement or section to end the piece? 		

W 4.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W 6.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented

W 5.3	<p>Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>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>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well- structured event sequences.</p>
<p>Vocabulary</p> <p>narrative narrator characters sequence dialogue pacing description behaviors responses temporal words precise conclusion resolution transitional words</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use appropriate details and organization to express a real or imagined event? <input type="checkbox"/> How can I use appropriate techniques to express the event more effectively? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a narrative that establishes a situation. <input type="checkbox"/> Write a narrative that uses dialogue, descriptions, and proper pacing. <input type="checkbox"/> Write a narrative that uses transitional words or phrases. <input type="checkbox"/> Use concrete and/or sensory details to develop experiences or events. <input type="checkbox"/> Write a narrative that provides a conclusion. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model developing story elements. <input type="checkbox"/> Model event sequence using graphic organizers. <input type="checkbox"/> Model writing dialogue between multiple characters. <input type="checkbox"/> Provide guided practice writing a narrative piece using the writing process. <input type="checkbox"/> Provide opportunities for independently writing a narrative piece using the writing process. <input type="checkbox"/> Provide opportunities to use peer conferencing.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What am I telling here: a real or imagined event? <input type="checkbox"/> What happened - and why am I telling this story about it? <input type="checkbox"/> Who, when and where will your story be about? <input type="checkbox"/> What is the problem in the story? <input type="checkbox"/> Who is telling the story? <input type="checkbox"/> Describe how ____ felt when ____. <input type="checkbox"/> What happened after ____? <input type="checkbox"/> Are the events in the story organized in order? <input type="checkbox"/> Have I used words, phrases, or clauses to help the reader understand the order of events? <input type="checkbox"/> What if ____ would have happened first? How would that affect the plot? <input type="checkbox"/> How will you use dialogue to develop the plot? <input type="checkbox"/> Have I described the character(s) and included dialogue? <input type="checkbox"/> What actions will the characters take in response to the events in the story? <input type="checkbox"/> How does the character change throughout the story? <input type="checkbox"/> Have I included specific words and sensory details to help my reader understand the experiences and emotions in the story? <input type="checkbox"/> What events will lead to the conclusion/resolution of your story? <input type="checkbox"/> How does the story end? Does it make sense to the reader? 		

W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- c. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events.
- d. Provide a conclusion that follows from the narrated experiences or events

W 5.4	Standard: Produce clear and coherent writing (including multiple paragraph texts) 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)	Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Vocabulary organization development substance style appropriate purpose audience clear coherent task	Essential Question(s) <input type="checkbox"/> Why do I write? Essential Skills <input type="checkbox"/> Analyze the reason for writing to decide the task, purpose, and audience. Determine suitable idea development strategies appropriate to task, purpose, and audience. <input type="checkbox"/> Determine suitable organization appropriate to task, purpose, and audience. <input type="checkbox"/> Produce a writing piece with clear, cohesive idea development and organization.	Key Strategies <input type="checkbox"/> Model identifying the organization and purpose of various writing pieces. <input type="checkbox"/> Model identifying intended audiences of various writing pieces. <input type="checkbox"/> Provide opportunities for guided practice in writing pieces with appropriate development and organization, with intended audiences in mind. <input type="checkbox"/> Provide opportunities for students to write independently. <input type="checkbox"/> Provide opportunities for peer conferencing
Question Stems <input type="checkbox"/> Who will be reading your writing? <input type="checkbox"/> What is my purpose: to inform, explain, argue, or entertain? What language, organization, and style is most appropriate for my writing task and purpose? <input type="checkbox"/> What is my topic and task for writing? <input type="checkbox"/> Who is the audience? Does it make sense to the reader? <input type="checkbox"/> What is the text structure? <input type="checkbox"/> Is there a thinking map or graphic organizer you can use to help organize your writing? <input type="checkbox"/> What facts, events, dialogue, examples are you including that will help make your writing clearer? <input type="checkbox"/> Does your writing move the reader easily from one part to another? <input type="checkbox"/> Does it stay on topic? <input type="checkbox"/> Does the voice in my writing match the audience?		
W 5.4: Produce clear and coherent writing (including multiple-paragraph texts) 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.)		
W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		

W 5.5	Standard: 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.)	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Vocabulary planning revising editing rewriting organization approach guidance strengthen audience purpose develop	Essential Question(s) <ul style="list-style-type: none"> ❑ How does the writing process make me a better writer? Essential Skills <ul style="list-style-type: none"> ❑ With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing. ❑ With guidance and support from peers and adults, know how to edit for conventions. ❑ With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. 	Key Strategies <ul style="list-style-type: none"> ❑ Model using the writing process (planning, drafting, revising, editing, publishing). ❑ Provide opportunities for guided practice in writing using mini-lessons to explain the writing process. ❑ Provide writing opportunities for independent practice using the stages of the writing process. ❑ Provide opportunities for students to use peer conferencing during the writing process.
Question Stems <ul style="list-style-type: none"> ❑ What sort of guidance or support do I need - and who is best to provide it? ❑ Am I clear about my topic? Is it too broad? Too narrow? ❑ What will you use to help organize your ideas? ❑ Which would be the best opening sentence? ❑ What is the best title for this selection? ❑ How can I revise my paper to improve it? Can I change words, add to it, cut sections out, or change the sequencing? ❑ Which sentence would be the best topic sentence? ❑ Could it improve my paper to choose a different structure, format, or medium - or shift the emphasis to a different aspect of my topic? ❑ Have I fixed up my spelling, punctuation, grammar, and so on so that the information is clear to my reader? ❑ Did you share your ideas and thoughts with your group? ❑ What feedback did they give you? ❑ Is there a better way to start or end your writing? 		
W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)		
W 6.5: With some 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 6.)		

W 5.6	Standard: . With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.	Anchor: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Vocabulary document format insert computer spell check menus file older keyboard collaborate	Essential Question(s) <ul style="list-style-type: none"> ❑ How can technology be used as a tool to write, publish, and/or collaborate? Essential Skills <ul style="list-style-type: none"> ❑ With some guidance and support from adults, evaluate the technology tools for producing and publishing writing. ❑ With some guidance and support from adults, use technology to develop, revise, edit, and publish writing. ❑ With some guidance and support from adults, use technology to communicate and collaborate. ❑ With some guidance and support from adults, use keyboarding skills to type one page. 	Key Strategies <ul style="list-style-type: none"> ❑ Model using the writing process with the use of technology, including using google docs (planning, drafting, revising, editing, publishing). ❑ Provide opportunities for guided practice in writing using mini--lessons to explore the use of technology. ❑ Provide opportunities for students to practice keyboarding skills. ❑ Provide writing opportunities for independent practice using technology to produce and publish writing. ❑ Provide opportunities for students to collaborate with others during the writing process.
Question Stems <ul style="list-style-type: none"> ❑ What is my task? ❑ What is my purpose? ❑ Who is my audience? ❑ How do you spell check a document? ❑ How do you access_____? ❑ How would you find_____on the Internet? ❑ How did your group divide up the responsibilities for the task? ❑ How well and how fast can I type? ❑ What tools or technologies offer the greatest means of creating and working with others on this project? ❑ What online resources might you use to help write your paper? ❑ What opportunities should we consider for publishing writing to a larger audience? 		
W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
W 6.6: 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 three pages in a single sitting.		

W 5.7	Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Vocabulary aspects topics research internet search bibliography investigation cite source Synthesize valid source	Essential Question(s) <ul style="list-style-type: none"> ❑ How can I learn more about a topic by completing a research project? Essential Skills <ul style="list-style-type: none"> ❑ Identify various research sources. ❑ Identify the different aspects of a topic. ❑ Discriminate between various research sources. ❑ Compare/contrast information from various research sources. ❑ Interpret information derived from various sources. ❑ Conduct short research projects investigating different aspects. ❑ Participate in short research and writing projects. ❑ Conduct investigations on different topical aspects. ❑ Question information to build topical knowledge. 	Key Strategies <ul style="list-style-type: none"> ❑ Model researching a topic using several sources. ❑ Model developing a list of focus questions. ❑ Provide guided practice in using reference materials, including the internet. ❑ Provide opportunities for independent practice in integrating information for one purpose. ❑ Provide opportunities for peer conferencing.
Question Stems <ul style="list-style-type: none"> ❑ What is my research topic? ❑ What do I already know about my topic? ❑ What do you want to learn? ❑ What sources could you use to investigate_____and write about it? ❑ What questions can I ask to help me get the information I need? ❑ What question does your research report answer? ❑ How am I going to get this information? What are some different sources I should consult for this topic? ❑ Will you be able to finish this research in one or two periods? ❑ Did you research both the positive and negative sides of the issue? ❑ How will you keep track of the sources you use? ❑ Which bibliography entry is cited correctly? ❑ How do you cite a bibliography entry for a_____? ❑ What kind of project am I doing? What are the expectations? 		
W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		

W 5.8	Standard: 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.	Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Vocabulary digital sources summarize paraphrase bibliography research relevant (pertinent) note-taking cite quote accuracy integrate (select info) plagiarism source	Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How can I recall and organize information accurately? <input type="checkbox"/> How can I collect and organize information accurately? <input type="checkbox"/> Why is it important for me to know how to summarize and paraphrase others' work? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Define summarize. <input type="checkbox"/> Define paraphrase. <input type="checkbox"/> Recall and gather relevant information from print and digital sources. <input type="checkbox"/> Identify source list. <input type="checkbox"/> Summarize information in notes and finished work. <input type="checkbox"/> Paraphrase information in notes and finished work. 	Key Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Model note-taking strategies <input type="checkbox"/> Model using graphic organizers. <input type="checkbox"/> Model how to paraphrase information from text (avoiding plagiarism). <input type="checkbox"/> Provide opportunities for guided practice in summarizing/synthesizing information from various sources. <input type="checkbox"/> Provide independent opportunities for students to create a finished writing piece.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What is the topic I'm researching? <input type="checkbox"/> Ask yourself, "How does this support my topic?" <input type="checkbox"/> Is this information important to your research? <input type="checkbox"/> What sources can I use to find information? <input type="checkbox"/> How do you know the source is credible? <input type="checkbox"/> How did you determine if this information is relevant to your topic? <input type="checkbox"/> How will I take/organize my notes? How am I going to organize them? <input type="checkbox"/> What information should I include in notes? <input type="checkbox"/> How do you cite sources in a bibliography? <input type="checkbox"/> Where can you find information about how to cite Internet sources? <input type="checkbox"/> What do you need to do if you are using the author's exact words? <input type="checkbox"/> Can you say that using your own words? <input type="checkbox"/> How is a digital source cited differently than a printed source? <input type="checkbox"/> How will you summarize the information found in this data? <input type="checkbox"/> When I use technology or digital sources, how am I marking them so that I can go back to them or share them with others? What sources did I use for this research? <input type="checkbox"/> What can you conclude? 		
W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information, and provide a list of sources.		

W 6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 5.9	<p>Standard: Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “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>Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Vocabulary</p> <p>research analysis support reflection evidence literary informational text evaluate reasoning</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use evidence to support my purpose? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key ideas and details to support conclusions. <input type="checkbox"/> Cite textual evidence to analyze explicit text. <input type="checkbox"/> Draw evidence as support for research. <input type="checkbox"/> Analyze key ideas and details as evidence of understanding text. <input type="checkbox"/> Reflect on key ideas and details as evidence of understanding text. <input type="checkbox"/> Identify key ideas and details to support conclusions. <input type="checkbox"/> Cite textual evidence to analyze explicit text. <input type="checkbox"/> Draw evidence as support for research. <input type="checkbox"/> Analyze key ideas and details as evidence of understanding text. <input type="checkbox"/> Reflect on key ideas and details as evidence of understanding text. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model finding evidence from texts to support the authors' points. <input type="checkbox"/> Provide guided practice in drawing evidence from literary or informational texts (apply grade--level reading standards to literature and informational texts). <input type="checkbox"/> Provide opportunities for students to synthesize information using evidence from the text.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What evidence did the author use to support his/her claims? <input type="checkbox"/> Explain the evidence the author used to support the claim, _____. <input type="checkbox"/> How does this evidence support my analysis, reflection, or findings? <input type="checkbox"/> Compare the two events in each of the two sources on the topic _____. <input type="checkbox"/> How can I use specific details from the story to compare and contrast them? <input type="checkbox"/> Who are two characters from this text? How are they alike? How are they different? <input type="checkbox"/> Are there two settings in the story? How are they alike? How do they differ, and how can I use details from the story to explain this? <input type="checkbox"/> Describe what you have learned on this topic. <input type="checkbox"/> Which details can you add that will make your writing stronger? <input type="checkbox"/> What caused you to think or believe that? <input type="checkbox"/> Has studying this topic caused you to change your thinking? How will your writing reflect that change? 		
<p>W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>		
<p>W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>		

W 5.10	Standard: 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.	Anchor: 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 tasks, purposes, and audiences.
Vocabulary research summarize revise/edit bibliography sources peer graphic organizers audiences purposes reflection tasks	Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to write regularly? <input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision? <input type="checkbox"/> Why is it important to write for different reasons and different audiences? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify the various purposes for writing. <input type="checkbox"/> Identify and understand the various organizational structures. <input type="checkbox"/> Identify and understand different genres or purposes for writing. <input type="checkbox"/> Determine when to write for short or extended time frames. <input type="checkbox"/> Determine the appropriate organizational structure for specific audiences and purposes. <input type="checkbox"/> Write for various purposes and to various audiences for short or extended time frames. <input type="checkbox"/> Write for a range of discipline- specific tasks, purposes, and audiences. 	Key Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Model selecting different topics for writing. <input type="checkbox"/> Model the components of a research paper. <input type="checkbox"/> Provide students with opportunities to practice time management in writing for a range of discipline--specific tasks. <input type="checkbox"/> Provide students with extended independent practice for writing.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> How did you pick your topic? <input type="checkbox"/> Am I writing to entertain, to persuade, to inform, or to connect with others? <input type="checkbox"/> How will you organize your thoughts? <input type="checkbox"/> What is the subject, purpose, occasion, and audience for my writing? <input type="checkbox"/> Write about... <input type="checkbox"/> What questions should I ask or techniques should I use when writing this type of text or about this topic? <input type="checkbox"/> Today you will have ____ minutes to write about... <input type="checkbox"/> Where will you find your sources? Do you have a variety of sources from which you can pull information? <input type="checkbox"/> Re-read your writing and ask a peer to read it to see if there are additions you need to make. <input type="checkbox"/> Did you think about your audience when you were writing? <input type="checkbox"/> Did you edit and revise your writing using the proofreading checklist? 		
W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
W 6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		

SL. 5.1	<p>Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Vocabulary</p> <p>discussion elaboration contribute clarify draw conclusions pose questions</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> ❑ How are my conversation skills dependent on the makeup of the group? ❑ What contributions can I make to the conversation when I'm prepared and engaged? <p>Essential Skills</p> <ul style="list-style-type: none"> ❑ Relate information read to discussion topics. ❑ Evaluate implementation of discussion rules and roles. ❑ Listen actively to discussions and presentations. ❑ Formulate questions and responses based on discussion. ❑ Pose and respond to specific questions to clarify understanding. ❑ Explain topics using personal ideas, opinions, and reasoning. 	<p>Key Strategies</p> <ul style="list-style-type: none"> ❑ Model how to prepare for and have a collaborative discussion; using sentence frames such as "I agree," or "I disagree," "Tell me more," "What do you mean?" ❑ Provide guided practice in collaborative discussions ❑ Provide independent practice in various discussion activities
<p>Question Stems</p> <ul style="list-style-type: none"> ❑ What is the topic being discussed? ❑ What information will you contribute to the discussion? ❑ How can I prepare to discuss this text or topic? ❑ What are the rules for this discussion or collaboration? ❑ During the discussion did I contribute by adding comments or elaborating on other's remarks? ❑ In light of what has already been said, what are your thoughts about...? ❑ What else could you add to that comment? ❑ What clarifying questions could you ask of your partner? ❑ Can you show the group where you got your information? ❑ What conclusions did you arrive at after your conversation with your group? ❑ After the discussion, what key ideas did I learn and how did my understanding deepen? 		
<p>SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
<p>SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.5.2	Standard: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Vocabulary summarize graph visually oral multimodal diverse media formats quantitatively orally evaluate paraphrase integrate	Essential Question(s) <input type="checkbox"/> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally Essential Skills <input type="checkbox"/> Define summarize. <input type="checkbox"/> Summarize a written text read aloud. <input type="checkbox"/> Summarize information presented in diverse media visually, quantitatively, and orally	Key Strategies <input type="checkbox"/> Model finding main ideas in a text to create a summary using a variety of text and media formats. <input type="checkbox"/> Model how to integrate and evaluate themes using text examples. <input type="checkbox"/> Provide students with opportunities to practice finding main ideas and writing summaries <input type="checkbox"/> Provide independent practice in synthesizing information into an overarching analysis including the student's point of view and experiences.
Question Stems <input type="checkbox"/> Summarize the information presented. <input type="checkbox"/> What is this text mostly about? <input type="checkbox"/> Describe what you have learned from hearing about this topic. <input type="checkbox"/> What is the author's message? <input type="checkbox"/> What are the key ideas presented in the video clip? <input type="checkbox"/> Write a summary about what you saw and heard <input type="checkbox"/> How would I state the topic if I were telling a friend about it? <input type="checkbox"/> What ideas and details would I want to share? <input type="checkbox"/> How did the information expand your understanding of ____? <input type="checkbox"/> How can you use this information? <input type="checkbox"/> How does the way the information is presented help you understand it? <input type="checkbox"/> How can I give a brief statement of the main points using my own words? <input type="checkbox"/> What are some of the facts or data presented here?		
SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally		
SL 6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.		

SL.5.3	Standard: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Vocabulary summarize evidence claim supported misconception logical fallacy identify media source reason evaluate point of view rhetoric	Essential Question(s) <input type="checkbox"/> How do I determine the key message of the speaker's presentation? Essential Skills <input type="checkbox"/> Identify speaker's points, claims, reasons, or evidence. <input type="checkbox"/> Define summarize. <input type="checkbox"/> Summarize speaker's points. <input type="checkbox"/> Explain how a speaker's claim is supported.	Key Strategies <input type="checkbox"/> Model how to understand the speaker's point of view by finding the speaker's evidence and reasons. <input type="checkbox"/> Provide students the opportunities to listen to information presented orally to determine validity, bias and speaker's point of view (speeches, presentations, debates, peer collaborative discussions). <input type="checkbox"/> Provide independent practice in summarizing a speaker's reasoning to show evidence of validity.
Question Stems <input type="checkbox"/> What is it that the speaker is claiming? What are the main claims? <input type="checkbox"/> What support does the speaker use to support his/her claim? <input type="checkbox"/> How does the evidence support the speaker's claim? <input type="checkbox"/> How can I summarize these points?		
SL 4.3: Identify the reasons and evidence a speaker or media source provides to support particular points.		
SL 6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		

SL.5.4	<p>Standard: 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> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</p> <p>b. Memorize and speak clearly at an understandable pace while reporting on a topic or text</p>	<p>Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Vocabulary</p> <p>deliver facts details evidence logically appropriate specific organized sequencing memorize recite expression gesture historical document</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify topic text. <input type="checkbox"/> Identify an opinion and facts. <input type="checkbox"/> Identify descriptive details. <input type="checkbox"/> Clearly pronounce and enunciate words at an understandable pace. <input type="checkbox"/> Sequence ideas logically. <input type="checkbox"/> Determine appropriate facts and details to support ideas or themes. <input type="checkbox"/> Speak clearly at an understandable pace while reporting on a topic or text. <input type="checkbox"/> Speak clearly at an understandable pace while presenting an opinion. <input type="checkbox"/> Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model how to write an opinion speech in logical order with transitional/descriptive words. <input type="checkbox"/> Model how to recite a poem with expression and appropriate pace. <input type="checkbox"/> Provide guided practice in reporting on a topic and/or presenting an opinion using peer coaching and editing. <input type="checkbox"/> Provide opportunities to listen and review recitations by using audio/video recordings. <input type="checkbox"/> Provide independent practice to memorize a speech or poem and recite it with expression
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are you writing about? What am I speaking about? Is your opinion about your topic clear? <input type="checkbox"/> How will you organize your ideas? <input type="checkbox"/> What main ideas or themes do I want to share? <input type="checkbox"/> What details should I include? Are they detailed? <input type="checkbox"/> What evidence will you use to support your position/opinion? <input type="checkbox"/> Is the evidence and facts you have gathered sufficient to support your opinion? <input type="checkbox"/> How are you moving from one paragraph/idea to the next? Are you using appropriate transition words? <input type="checkbox"/> How can I get feedback on the pace of my speaking? 		
<p>SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>		
<p>SL 6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.</p>		

SL.5.5	Standard: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Vocabulary enhance presentation display visually theme audio recordings appropriate digital media	Essential Question(s) <ul style="list-style-type: none"> ❑ How do I decide the best place(s) in a presentation to use audio recording or visual displays? Essential Skills <ul style="list-style-type: none"> ❑ Define multimedia components. ❑ Determine when it is appropriate to add graphics, sound, or visual displays. ❑ Add graphics, sound, and visual displays to enhance the main idea or theme. 	Key Strategies <ul style="list-style-type: none"> ❑ Guided practice can include taking pictures of events and preparing presentations with main ideas. ❑ Independent projects can include role playing newscasters, CNN reporters presenting data on the results of the presidential election, advertising agents, business executives, sales representatives, and/or engineers.
Question Stems <ul style="list-style-type: none"> ❑ What is the subject or purpose of my presentation? ❑ Which elements or information are most important? ❑ What are my main ideas or themes? ❑ What else could you use to enhance understanding in your presentation? ❑ How would including that media help the presentation? ❑ What ideas will benefit most from the visual display of those details? ❑ What kind of information could you convey by using graphics, sound...? ❑ What digital media could you use to present your data? ❑ What could you do to keep your presentation focused? 		
SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
SL 6.5: Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information		

SL.5.6	Standard: 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 for specific expectations.)	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Vocabulary adapt speech context formal English informal English situation	Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why do I need to think about the audience and purpose each time I speak? <input type="checkbox"/> How do I decide when to use formal or informal English when speaking? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify audience, task, and situation. <input type="checkbox"/> Identify characteristics of formal and informal speaking. <input type="checkbox"/> Distinguish between formal and informal speech. <input type="checkbox"/> Analyze situations to determine appropriate speech use. <input type="checkbox"/> Use formal and informal speech appropriately 	Key Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Model using words and phrases for effect using a variety of contexts and tasks. <input type="checkbox"/> Independent practice includes creating a rap song with informal speech, a dialogue of a social event, a presidential speech with standard English or poem that conveys emotion.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What is my purpose or task? <input type="checkbox"/> What is the reason you are speaking? <input type="checkbox"/> What do I want to say? <input type="checkbox"/> How do I want to say it? <input type="checkbox"/> Who is in the audience? What do they know about your subject? <input type="checkbox"/> Is it a speech or am I talking with a small group, or am I recording myself to share on technology? <input type="checkbox"/> Are you delivering a formal presentation? <input type="checkbox"/> Are you trying to persuade your audience? <input type="checkbox"/> Are you explaining something? <input type="checkbox"/> How do I make sure that the way I'm speaking matches my audience? <input type="checkbox"/> Are there places where you can substitute more precise, engaging language to keep the listeners interested? <input type="checkbox"/> Do I need to use formal English for this? 		
SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
SL 6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

L.5.1	<p>Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither /nor).</p>	<p>Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Vocabulary</p> <p>conventions conjunctions correlative prepositions interjections grammar verb tense adjective adverb noun</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of conjunctions, prepositions, and interjections. <input type="checkbox"/> Use the appropriate verb tenses. <input type="checkbox"/> Know that verb tenses convey a sense of time and states of being. <input type="checkbox"/> Monitor the use of verb tenses and correct when necessary. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model using exemplars from students' work as per the writing process. <input type="checkbox"/> Guided practice includes peer editing, teacher conferences, language expression, word segmenting, and contrastive/structural analysis. <input type="checkbox"/> Provide independent practice with cloze procedure exercises, proofreading opportunities, and using the spelling/grammar checker
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do I know the reasons or rules behind the construction of my sentences? Do I understand about conjunctions, prepositions, and interjections? <input type="checkbox"/> Explain why you would use a conjunction instead of a preposition or interjection. <input type="checkbox"/> What does the use of this form of verb indicate? <input type="checkbox"/> How does verb tense relate to how you are writing your piece? <input type="checkbox"/> Use your editing skills to correct _. <input type="checkbox"/> Read your writing out loud. Does it sound right? <input type="checkbox"/> Have I used words, phrases, or sentences correctly? <input type="checkbox"/> If I have used words or phrases incorrectly, how can I fix them? <input type="checkbox"/> Can I explain my grammatical decisions? 		
<p>L 4.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Write fluidly and legibly in cursive or joined italics.</p> <p>b. Use interrogative relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>		

- f. Form and use prepositional phrases.
- g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- h. Correctly use frequently confused words (e.g., to, too, two; there, their)

L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.5.2	<p>Standard: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>
<p>Vocabulary</p> <p>commas items introductory element underlining conventions quotation marks punctuation italics</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> ❑ Why is it important for me to know and follow the rules of standard English mechanics for writing? <p>Essential Skills</p> <ul style="list-style-type: none"> ❑ Apply correct capitalization and punctuation in writing. ❑ Use a comma to separate items in a series and introductory elements from the sentence. ❑ Recall and apply correct spelling rules in writing. ❑ Use a comma to set off a tag question from the sentence. ❑ Use underlining, quotation marks, or italics to indicate titles. ❑ Identify and correct misspelled words. ❑ Consult references as needed 	<p>Key Strategies</p> <ul style="list-style-type: none"> ❑ Guided practice includes peer editing with the use of the writing process rubric, surgery syntax, language expression, inserting or finding dialogue in a text. ❑ Independent practice can include proofreading
<p>Question Stems</p> <ul style="list-style-type: none"> ❑ What words should - or should <i>not</i> - be capitalized? ❑ Does that need a comma? ❑ Where would you place commas in the following sentence? ❑ How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? ❑ What type of writing is that? ❑ Where might you look if you are confused about how a title needs to be punctuated? ❑ What words do I most often misspell, especially those that spellcheck is not likely to detect (e.g., their, there, they're) and how can I check these correctly throughout my piece? ❑ Which punctuation marks have I used in my writing? How do I know they're used correctly? 		
<p>L 4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 		
<p>L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements. 		

b. Spell correctly

L.5.3	Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems	Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary expand combine reduce dialect register	Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How can I convey my ideas effectively through word choice and punctuation? <input type="checkbox"/> How does my language change based on the situation and audience? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of language conventions when reading, writing, and listening. <input type="checkbox"/> Use knowledge of language conventions when speaking. <input type="checkbox"/> Expand, combine, and reduce sentences for meaning, interest, or style. <input type="checkbox"/> Recognize and apply knowledge of language conventions when reading, writing, listening, and speaking. <input type="checkbox"/> Compare/contrast the varieties of English used in stories, dramas, or poems. <input type="checkbox"/> Use knowledge of language conventions when speaking. 	Key Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Model different registers by using contrastive or semantic analysis. <input type="checkbox"/> Provide guided practice reading the dialogue in a variety of genres. <input type="checkbox"/> Provide independent practice with writing stories that include dialogue spoken in different registers.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> When writing or speaking to a group vary sentences to keep the reader/listener interested. <input type="checkbox"/> Use different styles of speech and writing to fit the audience and purpose. <input type="checkbox"/> Count the number of words in your sentences? Are they all about the same length or have you varied them? <input type="checkbox"/> Why do you think the author used that dialect in his/her writing? <input type="checkbox"/> Does the story, drama, or poem I'm reading have a dialect or registers? What does that signal to me as a reader? <input type="checkbox"/> How does the dialogue sound when you read it using that dialect? <input type="checkbox"/> When I read my draft aloud, are there things I want to circle to think about improving? <input type="checkbox"/> Can I combine sentences to make them interesting? <input type="checkbox"/> Can I expand my sentences or make them longer? <input type="checkbox"/> Is there anything that I can reduce or cut from my sentences that doesn't need to be included? <input type="checkbox"/> Do I have a variety of sentences? <input type="checkbox"/> Do I hold the reader's interest? <input type="checkbox"/> Do I convey meaning? 		
L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).		
L 6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.		

L.5.4	<p>Standard: 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>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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 and to identify alternate word choices in all content areas.</p>	<p>Anchor: Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</p>
<p>Vocabulary</p> <p>figurative root word prefix suffix affix interpret idioms adages proverb context clues</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> ❑ How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? <p>Essential Skills</p> <ul style="list-style-type: none"> ❑ Identify common context clues. ❑ Determine the meaning of words by examining a text. ❑ Identify and define Greek and Latin affixes and roots. ❑ Determine the meaning of words using Greek and Latin affixes and roots. ❑ Choose from a range of vocabulary strategies to determine a word's meaning. ❑ Use common reference materials (print and digital). ❑ Use reference materials to find pronunciation. 	<p>Key Strategies</p> <ul style="list-style-type: none"> ❑ Model sorting and segmenting to show word parts. Model think--aloud to find context cues. ❑ Provide guided practice in using specialized reference materials, looking for context-cues, and finding Latin and Greek roots and affixes. ❑ Provide practice in identifying the strategies used in identifying unknown words..
<p>Question Stems</p> <ul style="list-style-type: none"> ❑ Which words or phrases in a sentence don't I understand? ❑ How can I figure out its meaning? ❑ What strategies have you used to try to figure out that word? ❑ Have you looked in the dictionary or glossary? ❑ Can you use the sentences around that word to help you discover what that word might mean? ❑ Are there roots or suffixes and prefixes that you can use? ❑ Can you use a dictionary to find definitions and keys to pronunciation? 		
<p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>		
<p>L 6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>		

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5.5	<p>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Vocabulary</p> <p>figurative language similes metaphors adages proverbs idioms synonym antonym homographs</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do I show I know how to use words accurately and effectively? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify similes and metaphors. <input type="checkbox"/> Interpret figurative language using similes and metaphors. <input type="checkbox"/> Recognize idioms, adages, and proverbs. <input type="checkbox"/> Explain the meanings of idioms, adages, and proverbs. <input type="checkbox"/> Define homograph. <input type="checkbox"/> Identify synonyms, antonyms, and homographs. <input type="checkbox"/> Utilize synonyms, antonyms, and homographs. 	<p>Key Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model looking for figurative language in poems and reading texts like folklore. <input type="checkbox"/> Provide guided practice with finding the relationships between figurative language, idioms, adages, proverbs, homographs, synonyms and antonyms. <input type="checkbox"/> Provide independent practice with finding the relationships between figurative language, idioms, adages, proverbs, homographs, synonyms and antonyms.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> The author wrote _____ what does he/she really mean? <input type="checkbox"/> Which words or phrases are figures of speech - and what does the context suggest they mean? <input type="checkbox"/> Could you add a simile or metaphor to help make your writing/speech vivid? <input type="checkbox"/> Are there idioms, adages, or proverbs and what do they mean? <input type="checkbox"/> Why did the author choose this pair of words to put in the writing? <input type="checkbox"/> How does knowing how these two words are related help you understand the meaning of the text? <input type="checkbox"/> Can I use synonyms, antonyms, or homonyms to help me understand the meaning of unfamiliar words? 		
<p>L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		
<p>L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.</p>		

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.5.6	Standard: Acquire and use accurate grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Vocabulary academic domain specific signal contrast expression	Essential Question(s) <ul style="list-style-type: none"> ❑ What strategies will I use to learn and use words that are specific to the things I study? Essential Skills <ul style="list-style-type: none"> ❑ Acquire grade appropriate general and domain-specific academic words. ❑ Know words that signal contrast, addition, and logical relationships. ❑ Use grade appropriate general and domain-specific academic words. ❑ Use vocabulary that signals contrast, addition, and other logical relationships. ❑ Use general and domain-specific academic words and phrases. ❑ Use words that signal contrast, addition, and other logical relationships. 	Key Strategies <ul style="list-style-type: none"> ❑ Model how to use signal words in writing and speaking. ❑ Provide independent practice in metacognitive skills (strategies for understanding text when encountering unknown words).
Question Stems <ul style="list-style-type: none"> ❑ What have you been reading lately? ❑ Keep a list of words you don't know, but that might be important. ❑ What are those academic words or phrases I hear most often when writing about or discussing a text or topic? ❑ What are precise words that show emotions? ❑ As you read, be sure to look for those words that signal that an addition or contrast is going to be made. ❑ The more you read, the more vocabulary you will learn ❑ What works best for me to gather, learn, and remember when learning something new or a difficult subject? ❑ Be on the lookout for words you know that might be used in a different way since it is a different subject. ❑ Have I used words like <i>however</i>, <i>although</i>, <i>nevertheless</i>, or <i>in addition</i> to show contrast or relationships? 		
L 4.6: Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		

L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.