

Copy of ELA Grade 5 Module 1

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 1 | 9 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

Module Title

Module 1: Becoming a Close Reader and Writing to Learn

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of various themes as well as identify the narrator's point of view. As close reader, students support their answers with text-based evidence and restate answers in their own words. They refer to specific details in the text when finding the similarities and differences between two or more characters, setting, or events. Students tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.

Students write narratives to develop real or imagined experiences or events. After researching informational texts on a specific content, students write narrative essays that describe how a character in the novel responds to the focus of the theme.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Determine two or more main ideas in a text and explain how they are supported by key details; summarize the main points of a text or information presented orally
- Analyze multiple accounts of the same event or topic, citing specific examples from the text to note important similarities and differences in the point of view, theme, character development, and events
- Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- Compare and contrast two or more characters, settings, events, and theme in literature (story, drama, poetry), drawing on specific details in the text
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Use narrative techniques such as dialogue, description, style and pacing to develop experiences and events or show the responses of characters to situations

Focus Standards Addressed in this Module

[CC.1.2.5.A](#)

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

[CC.1.2.5.D](#)

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

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.3.5.A

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.C

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D

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

CC.1.3.5.E

Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.4.5.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N

Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O

Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P

Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

Important Standards Addressed in this Module

CC.1.1.5.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding,

rereading as necessary.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

| Misconceptions | Proper Conceptions |
|---|---|
| <p>Students feel close reading is “racing through the passages” and retelling information.</p> | <p>Students will be required to do a “close reading of text” through analyzing text read, questioning the text itself, interpreting what is written and justifying their reasoning behind their interpretation using text evidence to support their response.</p> |
| <p>Students point out what is similar and different between two texts on similar topics based on their background knowledge or perceptions.</p> | <p>Students to be able to identify basic similarities in and difference between two texts of the same topic. Students will be required to determine whether the similarities and differences between the texts are due to author’s interpretation or based on factual information - drawing information from the text to support their conclusions.</p> |

| Concepts | Competencies | Vocabulary |
|---|---|---|
| <ul style="list-style-type: none">• Main Idea• Text Structure• Point of View• Vocabulary• Literary Elements• Theme | <ul style="list-style-type: none">• Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.• Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.• Determine a theme of a text from details in the text, including how characters in a story or | <p>Main Idea Central Idea Summary Key Details Point of View Analyze Figurative Language Literal Meaning Theme Compare and Contrast Accounts Similarities Differences Interpret Dialogue Description</p> |

drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- **Informational:** Identify and introduce the topic clearly. **Opinion:** Introduce the topic and state an opinion on the topic. **Narrative:** Orient the reader by establishing a situation and introducing a narrator and/or characters.
- **Informational:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. **Opinion:** Provide reasons that are supported by facts and details; draw from credible sources. **Narrative:** Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within the text, students define vocabulary, analyze and discuss the main idea with details, differentiate between points of view, locate the theme, and literary elements. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition. For example, at the end of the text, *Wonder*, students analyzed and described characteristics and traits of a character from the book and displayed their ideas on a pennant.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Suggested Strategies to Support Design of Coherent Instruction

Possible questions to use during literature discussions and skill review include but are not limited to....

CC.1.3.5.A – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- What is the theme of _____ (text title)? What details in the story/poem/drama help the reader determine this theme?
- How does the author use the way _____ responds to his/her situation to develop the theme of the story?
- Summarize the story/drama/poem.

CC.1.3.5C – 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).

- How are _____ and _____ alike and different? What specific details from the story support your comparison?
- How is the setting at the beginning of the story alike and different from the setting at the end of the story? Why is the change in setting important?
- What are two major events in the story? How are they alike and different? How does each event contribute to the story?

CC.1.3.5.D – Describe how a narrator’s or speaker’s point of view influences how events are described.

- What is the narrator’s point of view in the story? How does that point of view influence how the _____ is described? Use examples from the story to support your answer.
- What information is unknown to the reader because _____ (text title) is told from _____ point of view? How does that impact the story?
- What information is known to the reader because _____ (text title) is told from _____ the point of view? How does that impact the story?
- Why is telling _____ (text title) from _____ point of view effective? Use examples from the story to support your answer.
- Why does the author tell the story in the third-person point of view instead of the first-person point of view? Use examples from the story to support your answer.
- How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? Use examples from the story to support your answer.
- Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from the story to support your answer.

CC.1.3.5.E – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

- Why are chapters ____ to ____ important? How do these chapters contribute to the story?
- Why is scene ____ important in the drama? How does it provide the connection between scenes ____ and ____?
- How do the stanzas in ____ (text title) fit together so the poem flows from beginning to end?

CC.1.3.5.F – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- What is the meaning of _____ in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, _____ in paragraph _____?

CC.1.2.5.A – Determine the two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- What are the two main ideas of the article? Which key details in the article support these main ideas?
- Summarize the information in the article.

CC.1.2.5.D – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- After reading multiple accounts of the launching of the space shuttle, in what ways are they similar and different? How are those similarities and differences related to each author’s point of view? Use examples from the accounts to support your answer.
- After reading multiple accounts of the _____, in what ways are they similar and different? How are those similarities and differences related to each author’s point of view? Use examples from the accounts to support your answer.

CC.1.2.5.F – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- What does the word _____ mean in paragraph ____?
- Which words help the reader understand the meaning of _____ in paragraph _____?
- What does ____ (a general academic word/phrase) mean as it is used in this article? How does it help the reader’s understanding of the information presented?
- What does ____ (a domain-specific word/phrase) mean?

Differentiation

Interdisciplinary Connections

Additional Resources

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 2

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 2 | 4 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

Module Title

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on

narrative text types and writing)

Module Overview

Students read literary non-fiction and informational text. They interpret text structure and analyze elements that contribute to the meaning, tone, or beauty of a text. Students draw from multiple sources to demonstrate the ability to locate text based evidence to answer questions or solve problems efficiently.

Students continue to develop narratives based on real or imagined experiences or events. They will introduce a narrator and/or characters; while including techniques such as dialogue, description, style, and pacing to develop their ideas. After researching informational text, students gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use text structure, within and among texts, to interpret information
- Draw on information from multiple print or digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- Write narratives to develop real or imagined experiences or events that introduce a narrator and/or characters. Include techniques such as dialogue, description, style, and pacing to develop experiences and events or show the responses of character to situations
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Focus Standards Addressed in this Module

CC.1.2.5.E

Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.5.G

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.

CC.1.3.5.E

Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.G

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.4.5.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N

Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O

Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.W

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.

Important Standards Addressed in this Module

CC.1.1.5.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L

Read and comprehend literary non-fiction and informational text on grade level, reading

independently and proficiently.

CC.1.3.5.A

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.C

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.5.K

Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.5.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Misconceptions

Some students believe writing is a linear process and leave writing assignments to the last minute to turn out a writing assignments. Revisions are only made at the sentence level; nor do they ask themselves, "Is my argument clear? Is it interesting?"

Proper Conceptions

The writing process is complex and the process should be taught explicitly. Students need multiple opportunities to practice and revise.

Concepts

Competencies

Vocabulary

- **Diverse Media**
 - **Text Structure**
 - **Text Structure**
 - **Sources of Information**
 - **Focus for Writing**
 - **Content for Writing**
 - **Response to Literature**
 - **Credibility, Reliability, and Validity of Sources**
- **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.**
 - **Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).**
 - **Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**
 - **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).**
 - **Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.**
 - **Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of**

- characters to situations.
- Draw evidence from text to support analysis, reflection, and research.
- 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.

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within the text, students use diverse media, define text structure, and respond to literature using different sources of information. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Within writing students use the writing process to focus the content of their writing within narratives, informational, and opinion pieces.

Assessments include daily conferences, notebook check, rubrics, and think-pair-share.

Suggested Strategies to Support Design of Coherent Instruction

Readers use text structure within and among texts, to interpret information

Identify Text Structure

Informational (nonfiction) text can be made up of at least six different structures. These structures are: cause and effect; compare and contrast, time sequence, problem/solution, definition/description, and enumeration or steps to accomplish something. The learning of each of the structures can be enhanced through the use of graphic organizers. Students read passages and determine the text structure of each and display it on a poster.

Compare/Contrast Text Structure

After reading several texts about the same topic students identify the different forms of text structure using a graphic organizer.

Differentiation

Interdisciplinary Connections

Additional Resources

[5th Grade Multiple Choice.docx](#)

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 3

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 3 | 5 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

Module Title

Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to identify facts, definitions, concrete details, quotations, and examples related to the topic. Students draw from the information to form logical ideas and connections.

Students continue to develop their writing skills by drawing from multiple sources in order to locate text based evidence to demonstrate their understanding of a topic. They write informational text examining a topic with clear and concise ideas and information. Students thoroughly cultivate their writing through the introduction of a topic. They maintain a clear focus by utilizing facts, definitions, details, quotations, and examples. Students enhance their writing through awareness of style, precise vocabulary, and conventions. After researching informational text, students gather relevant information from print and digital sources, thusly summarizing or paraphrasing in their writing and providing a list of sources.

Module Objectives

At the end of this module, students will be able to independently use their knowledge to:

- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write informative/explanatory texts to examine and introduce a topic and convey ideas with a clear focus
- Develop the topic with facts, definitions, concrete details, quotations, and examples related to the topic
- Write informational text with an awareness of organization, style and conventions
- Draw evidence from literary or informational texts to support analysis, reflections, and research in informational writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Focus Standards Addressed in this Module

CC.1.2.5.G

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.

CC.1.2.5.I

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.4.5.A

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

CC.1.4.5.B

Identify and introduce the topic clearly.

CC.1.4.5.C

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D

Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E

Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.

CC.1.4.5.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.W

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.

Important Standards Addressed in this Module

CC.1.1.5.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.C

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.5.K

Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Misconceptions

Students generally feel the knowledge they have about a topic or subject is correct.

Proper Conceptions

Students should be able to ask and answer questions about the text and make inferences from text. This may or

Some students believe that writing is an inborn talent.

may not conform to students' perceptions. Students should refer to text to support responses.

Effective writers have multiple opportunities to practice and refine the craft of writing while understanding the process of writing.

| Concepts | Competencies | Vocabulary |
|---|---|------------|
| <ul style="list-style-type: none"> • Diverse Media • Analysis Across Texts • Focus for Writing • Content for Writing • Organization for Writing • Writing Style • Writing Conventions • Response to Literature • Credibility, Reliability, and Validity of Sources | <ul style="list-style-type: none"> • 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. • Integrate information from several texts on the same topic to demonstrate understanding of that topic. • Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. • Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Informational: Group | |

**related information
logically linking ideas
within and across
categories of information
using words, phrases, and
clauses; provide a
concluding statement or
section; include formatting
when useful to aiding
comprehension. Opinion:
Create an organizational
structure that includes
related ideas grouped to
support the writer's
purpose; link opinion and
reasons using words,
phrases, and clauses;
provide a concluding
statement or section
related to the opinion.
Narrative: Use narrative
techniques such as
dialogue, description, and
pacing, to develop
experiences and events or
show the responses of
characters to situations;
use concrete words and
phrases and sensory details
to convey experiences and
events precisely.**

- **Write with an awareness of style.**
- **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
- **Draw evidence from text to support analysis, reflection, and research.**
- **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.**

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout

the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within the text, students use diverse media, respond to literature using different sources of information, and analyze information across text. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Within writing students develop an awareness of style and demonstrate grade appropriate command of conventions.

Assessments include daily oral language (practice of standard English grammar, usage, capitalization, punctuation, and spelling), daily conferences, notebook check, rubrics, and think-pair-share.

Suggested Strategies to Support Design of Coherent Instruction

Integrate information from several sources (digital and print) on the same topic to demonstrate understanding.

To gather information for various writing pieces, students will research from several digital and print resources. They will use this information to create a final writing piece. For example, they could research Presidents, authors, athletes, and other influential people.

Differentiation

Interdisciplinary Connections

Additional Resources

[5th Grade Multiple Choice Module 3.docx](#)

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 4

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 4 | 5 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

Module Title

Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to accurately quote what the text says explicitly and make inferences. Students draw from the information and inferences to form opinions.

Students continue to develop their writing skills by drawing from multiple sources in order to form an opinion. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. Students enhance their writing through an awareness of style, precise vocabulary, and conventions.

Module Objectives

At the end of this module, students will be able to independently use their learning to:

- Use text structure, within and among texts, to interpret information
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Cite text based evidence by quoting accurately, in order to explain what the text says explicitly and make inferences
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Focus Standards Addressed in this Module

CC.1.2.5.E

Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.5.I

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.3.5.B

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.G

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.4.5.G

Write opinion pieces on topics or texts.

CC.1.4.5.H

Introduce the topic and state an opinion on the topic.

CC.1.4.5.I

Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.W

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.

Important Standards Addressed in this Module

CC.1.1.5.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.C

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.5.K

Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.5.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Misconceptions

Students have a number of misconceptions concerning their reading of informational text.

Students feel that if they do not read fast then they are stupid and not good readers. The student may also feel

Proper Conceptions

Reading is a skill and not an indicator of intelligence.

Reading slowly and being accurate is more desirable than reading fast and inaccurate, no matter what type of text

that their opinions might be wrong. is being read.

| Concepts | Competencies | Vocabulary |
|---|---|------------|
| <ul style="list-style-type: none">• Analysis Across Texts• Text Structure• Sources of Information• Text Analysis• Focus for Writing• Content for Writing• Organization for Writing• Response to Literature• Credibility, Reliability, and Validity of Sources | <ul style="list-style-type: none">• Integrate information from several texts on the same topic to demonstrate understanding of that topic.• Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).• 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).• Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.• Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.• Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, | |

and pacing to develop experiences and events or show the responses of characters to situations.

- **Informational:** Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. **Narrative:** Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- **Draw evidence from text to support analysis, reflection, and research.**
- **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.**

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within

the text, students will respond to literature using different sources of information and analyze information across different text structures. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Within writing students develop an awareness of style and demonstrate grade appropriate command of conventions.

Assessments include daily oral language (practice of standard English grammar, usage, capitalization, punctuation, and spelling), daily conferences, notebook check, rubrics, and think-pair-share.

Suggested Strategies to Support Design of Coherent Instruction

Differentiation

Interdisciplinary Connections

Additional Resources

[5th Grade Multiple Choice Module 4.docx](#)

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 5

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 5 | 4 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

Module Title

Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to form opinions.

They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Module Objectives

At the end of this module, students will be able to independently use their knowledge to:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources.

Focus Standards Addressed in this Module

[CC.1.2.5.D](#)

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

CC.1.2.5.G

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.

CC.1.2.5.H

Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.4.5.G

Write opinion pieces on topics or texts.

CC.1.4.5.H

Introduce the topic and state an opinion on the topic.

CC.1.4.5.I

Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.W

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.

Important Standards Addressed in this Module

CC.1.1.5.E

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.5.A

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.C

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.5.K

Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.5.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Misconceptions

When writing, authors always have one distinct audience or one distinct purpose.

If the purpose is to entertain, then the work must be funny or have a happy ending.

Proper Conceptions

Authors may have in mind multiple audiences, and purposes may be mixed.

In this sense, "to entertain" means simply to keep you interested in what will happen next. Story telling of any kind--dramatic, action-packed, romantic, tear-jerker, you name it--all count as entertainment. So it is with the author's purpose, "to entertain."

| Concepts | Competencies | Vocabulary |
|---|--|------------|
| <ul style="list-style-type: none"> •Diverse Media •Evaluating Arguments •Analysis Across Texts •Point of View •Focus for Writing •Content for Writing •Organization for Writing •Response to Literature •Credibility, Reliability, and Validity of Sources | <ul style="list-style-type: none"> •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. •Determine how an author supports particular points in a text through reasons and evidence. •Integrate information from several texts on the same topic to demonstrate understanding of that topic. •Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. •Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. •Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. •Informational: Group related | |

information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. **Opinion:** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. **Narrative:** Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

- Draw evidence from text to support analysis, reflection, and research.
- 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.

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within the text, students will respond to literature using different sources of information and analyze information across different text structures. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. Students will also determine the point of view within the literature. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Within writing students develop an awareness of style and demonstrate grade appropriate command of conventions.

Assessments include daily oral language (practice of standard English grammar, usage, capitalization, punctuation, and spelling), daily conferences, notebook check, rubrics, and think-pair-share.

Suggested Strategies to Support Design of Coherent Instruction

Differentiation

Interdisciplinary Connections

Additional Resources

[5th Grade Multiple Choice Module 5.docx](#)

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 6

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 6 | 5 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

Module Title

Module 6: Gathering Evidence and Speaking to Others

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Module Objectives

At the end of this module, students will be able to independently use their knowledge to:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources

Focus Standards Addressed in this Module

[CC.1.2.5.D](#)

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

[CC.1.2.5.I](#)

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[CC.1.3.5.D](#)

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

[CC.1.4.5.G](#)

Write opinion pieces on topics or texts.

[CC.1.4.5.H](#)

Introduce the topic and state an opinion on the topic.

[CC.1.5.5.A](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Important Standards Addressed in this Module

[CC.1.1.5.E](#)

Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[CC.1.2.5.F](#)

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

[CC.1.2.5.J](#)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

[CC.1.2.5.L](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.A](#)

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CC.1.3.5.C](#)

Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

CC.1.3.5.K

Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.4.5.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G

Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Misconceptions

Students tend to think the teacher is the only person who will be reading their writing and is the audience for whom they write to.

Following an organizational structure is boring and uncreative.

Proper Conceptions

Authentic writing experiences require students to be aware of many different audiences (teachers, classmates, the community, etc.). Writing is more exciting when it is shared.

Following an organizational structure helps to form a writer's thoughts based on textual evidence while communicating intentions to an audience.

Concepts

- Analysis Across Texts
- Point of View
- Point of View
- Focus for Writing
- Collaborative Discussion

Competencies

- Integrate information from several texts on the same topic to demonstrate understanding of that topic.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Vocabulary

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Assessment(s)

The following assessments are both formative and summative. The novels and literature used throughout the modules include *Wonder*, *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*, *Maniac Magee*, and *Hatchet* as well as poetry, non-fiction texts and articles on various genres and topics. Within the text, students will respond to literature using different sources of information and analyze information across different text structures. Assessment questions include inferencing, compare and contrast, cause and effect, vocabulary acquisition, and open ended response questions. Students will also determine the point of view with the literature. The text dependent focuses on students deeper understanding of the text as they analyze the topic or main idea. It also evaluates their understanding of the relationships amongst texts, the use of evidence to support reasons and claims, and awareness of composition.

Assessments include but are not limited to questioning and answering, oral and written responses, chapter quizzes/end of book assessment, skill worksheets, comprehension packets, graphic organizers, accelerated reader tests, project rubrics, whole group discussions, and daily observation.

Within writing students develop an awareness of style and demonstrate grade appropriate command of conventions.

Assessments include daily oral language (practice of standard English grammar, usage, capitalization, punctuation, and spelling), daily conferences, notebook check, rubrics, and think-pair-share.

Suggested Strategies to Support Design of Coherent Instruction

Write opinion pieces on topics or texts. Introduce the topic and state an opinion on the topic.

Stand and Deliver

Students research a topic and find 2-3 supporting details. They stand on a

chair to introduce their topic and state the supporting details.

Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Graffiti

Various poster boards are set around the room with headings based on topics of your choice (ex: four alternative energy sources). Students rotate from poster to poster and add details to each sheet. Use credible articles and text as a resource.

Peer Critique

Working in partners, students peer edit and revise opinion essays. Students give suggestions and help develop arguments based on their partner's opinions.

Book Club Discussions

Students meet together and discuss main ideas from the novel.

Differentiation

Interdisciplinary Connections

Additional Resources

[5th Grade Multiple Choice Module 6.docx](#)

Created By

Mercer Elementary Fifth Grade ELA Team

Copy of ELA Grade 5 Module 7

| Subject | Grade | Module | Suggested Timeline |
|-----------------------|-------|--------|--------------------|
| English Language Arts | 5 | 7 | 4 weeks |

Grade Level Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

Grade Level Modules

- Module 1: Becoming a Close Reader and Writing to Learn
- Module 2: Researching to Build Knowledge and Teaching Others (emphasis on narrative text types and writing)
- Module 3: Researching to Build Knowledge and Teaching Others (emphasis on informational text types and writing)
- Module 4: Considering Perspectives and Supporting Opinions (emphasis on opinion writing comparing texts)
- Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)
- Module 6: Gathering Evidence and Speaking to Others
- Module 7: Literary Analysis

Module Title

Module 7: Literary Analysis

Module Overview

Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. They use their understandings to analyze the similarities and differences of multiple viewpoints. Students draw on the information from multiple sources to demonstrate understanding and form opinions.

Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.

Module Objectives

At the end of this module, students will be able to independently use their knowledge to:

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Integrate information from several texts on the same topic to demonstrate understanding of that topic
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Write opinion pieces that introduce a clear topic
 - Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic
 - Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly

Focus Standards Addressed in this Module

CC.1.2.5.D

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

CC.1.2.5.G

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.

CC.1.2.5.H

Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I

Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.3.5.D

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

CC.1.4.5.G

Write opinion pieces on topics or texts.

CC.1.4.5.H

Introduce the topic and state an opinion on the topic.

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Important Standards Addressed in this Module

CC.1.2.5.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.4.5.T

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Misconceptions

In Readers Theater is only for small children or for those with extensive theatrical experience. Students

Proper Conceptions

Readers Theater is for any age and reading ability. Possible scripts exist in any material used in the

must memorize their parts, scripts are difficult to find and adapt, and a great deal of time and preparation are required for this instructional technique.

classroom, and that these scripts may quickly be adapted by the students and performed soon afterwards. Readers Theater is not limited to those students with a high level of speaking proficiency; instead, students of all levels can participate in this activity which can involve the entire class.

| Concepts | Competencies | Vocabulary |
|--|---|------------|
| <ul style="list-style-type: none"> • Diverse Media • Evaluating Arguments • Analysis Across Texts • Point of View • Point of View • Focus for Writing • Collaborative Discussion | <ul style="list-style-type: none"> • 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. • Determine how an author supports particular points in a text through reasons and evidence. • Integrate information from several texts on the same topic to demonstrate understanding of that topic. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. • Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. | |

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