

**WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide**

**Content Area:** ELA

**Course Title:** Reading and Writing Units of Study

**Grade Level:** 5

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
<b>Unit 1</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RI.5.1, RI.5.4, RI.5.3, RI.5.4, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.9, L.5.1, L.5.2, L.5.4, L.5.5, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,	<p><b>*reviewing parts of speech prior (noun/verb/adjective/adverb/article)</b></p> <p><b>Grammar:</b> <i>Unit 1: Sentences</i>                      Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly.  <i>Unit 6: Capitalization, punctuation, and spelling mechanics:</i> Writing sentences, capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused</p> <p><b>Reading Workshop:</b> <i>Getting Back into Independent Reading: <a href="#">Building a reading life</a> or <a href="#">Launching the Readers Workshop</a></i> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters,</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Write your own (multiple types of) sentences</li> <li>● Combining sentences (simple/compound, complex)                      Capitalize, punctuate, and spell correctly</li> <li>● Revising sentences (fragments, run-on)</li> <li>● Apply the basic skills of spelling, capitalization, and punctuation properly to their writing</li> <li>● Compare and contrast the way themes are develop across text</li> <li>● Explain how themes change in a story, allowing for new ideas and new interpretation</li> <li>● Read interpretively by using ideas a lenses, finding and weighing evidence, and settling on the most significant theme</li> </ul>	<p>9/18/23-11/8/23</p> <p>Approximately 39 days</p>

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		<p>notice how plotlines develop, and determine reading goals and preferences. The unit encourages students to become active readers by “noticing and noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.</p> <p><b><i>Interpretation Book Clubs: Analyzing Themes (Book 1)</i></b></p> <p><b>Bend 1:</b> Teach students strategies to lift the level of their writing about reading. You’ll remind them to draw on a repertoire of ways for reading closely, alert to how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidenced-based theories.</p> <p><b>Bend 2:</b> Reading club will work with a novel that has nuanced characters and multiple subplots. After students name the most important thing a text teaches, you’ll prompt them to think of others, considering more than one overarching theme and weighing which details best support each theme and which theme is most important in a story. You’ll teach students to read analytically and notice how different authors develop the same theme and to compare and contrast texts that develop a similar theme. When students step back from a text and think, “How does this part contribute to the whole text?” or “Why might the author have done this?”</p>	<ul style="list-style-type: none"> <li>●Set goals to strengthen their talk about books</li> <li>●Think and write analytically about reading</li> <li>●Apply constructive criticism received from peers and from teacher with regard to basic skills, pacing, dialogue, sequencing, character development, theme, and literary devices</li> <li>●Assist and receive assistance from peers in developing ideas, writing, revising, and editing.</li> <li>●Complete at least the final phase of their work using digital and cloud capabilities and produce final products in digital form.</li> <li>●Compose a resolution consistent with the theme and narrative thrust of the story</li> <li>●Compose narratives with a clear and logical narrative arc from beginning to end</li> <li>●Develop a clear narrative voice as well as distinct, developed, and evolving characters</li> <li>●Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>●Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>●Write every day toward the completion of their narratives.</li> </ul>	
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		<p><b>Writing Workshop</b></p> <p><i>Narrative Craft</i> (Book 1) In conjunction with Reading lessons on fictional and nonfictional narratives, students will compose their own narratives as they have done in previous grades. The teacher will work with students to move beyond basic personal and fictional narratives into the realm of fantasy. All of the essential techniques, conventions, and strategies apply to students' stories: character development, dialogue, setting, conflict, and resolution, and craft. Students will draw inspiration from exemplars that use advanced, abstract literary devices such as irony, foreshadowing, foils, symbolism, allusion, and metaphor. Assist students with generating and nurturing their writing.</p>		
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<p><b>Unit 2</b></p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10  RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, W.5.1, W.5.2, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, L.5.1, L.5.2, L.5.3, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,</p>	<p><b>Grammar:</b> <i>Unit 2 Nouns:</i> Common/proper, singular/plural, irregular plural, possessive, appositives <i>Unit 3: Verbs:</i> action, direct objects, simple tenses, linking, verb phrases, progressive forms, perfect tenses, inappropriate shifts, in tense, irregular, contractions, verbs often misuses</p> <p><b>RW:</b> <i>Tackling Complexity: Moving up Levels of Nonfiction (Book 2)</i> Students embrace the complexities of their high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they'll learn strategies to tackle these new challenges, such as expecting to encounter multiple main ideas. Instruction emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. Students will pursue independent inquiry projects, drawing on all their skills to tackle complex texts. Support students in analyzing differences in perspective across texts, particularly differences that tie into the author's craft or structure decisions. You'll also support skills such as cross-text synthesis.</p> <p><b>WW:</b> <i>The Lens of History: Research Report (Book 2)</i> Researchers organize what students are bringing with them to their writing. Information writings study information writing so they know the structure of writing information pieces. Information writers research and take notes. Students write and revise by adding more information to fill in gaps, study geographics that they can add such as a map, including specific details about places, and pushing their thinking to grow ideas.</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Connect how nouns and verbs lay the foundation for building sentences</li> <li>● Write knowing that punctuation and capitalization are essential writing conventions that help readers understand the message, tone, and style.</li> <li>● Read with purpose and understanding</li> <li>● Compare and contrast texts, analyze arguments, and investigate points of view</li> <li>● Conduct research on a specific topic within readings</li> <li>● Determine importance and synthesize information in expository nonfiction</li> <li>● Develop critical thinking and note taking skills</li> <li>● Explain how an author uses reasons and evidence to support a particular point in a text</li> <li>● Read from various nonfiction text structures</li> <li>● Write informative explanatory texts that include related information and contain illustrations and multimedia</li> <li>● Produce informative/expository texts that include a topic developed with facts, definitions, concrete details, quotations, and examples</li> <li>● Compose informative/explanatory texts that include precise language and domain-specific vocabulary</li> <li>● Analyze two accounts of the same event and describe important similarities and differences in the details</li> </ul>	<p>11/13/23-1/19/24</p> <p>Approximately 39 days</p>
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			<ul style="list-style-type: none"> <li>● Organize ideas by structuring text with a focus, body paragraphs, and conclusion</li> <li>● Elaborate content with supporting details</li> <li>● Apply transitional strategies to ensure coherence and clarity of purpose</li> </ul>	
<b>Unit 3</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, L.5.2, L.5.6, W.5.2, W.5.4, W.5.5, W.5.6, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,	<p><b>Grammar:</b> <i>Unit 4: Adjectives, adverbs, conjunctions, and prepositions:</i> Understanding the basic parts of speech (noun, pronoun, adjective, verb, adverb, conjunction, interjection, and preposition) will help students determine how words function in a sentence and ultimately, enable them to construct correct sentences.</p> <p><b>RW:</b> <i>Fantasy Book Clubs</i> (Book 4) Students will work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. Lead students to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. Also help students engage more deeply by considering the implications of conflicts, themes, and lessons learned. Students will take opportunity to go outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read.</p> <p><b>WW:</b> <i>Literary Essay: Opening Texts and Seeing More</i> (Stand-alone book) Students will comment on</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Articles and demonstrative adjectives</li> <li>● Comparing with adjectives</li> <li>● Comparing adverbs</li> <li>● Negatives</li> <li>● Prepositions/prepositional phrases</li> <li>● Write a complete grammatically correct sentence</li> <li>● Actively participate in discussions about texts during book club</li> <li>● Analyze a text by asking questions about the characters, theme, structure, and author’s craft</li> <li>● Consider how a story portrays cultures and represents characters</li> <li>● Notice patterns across texts</li> <li>● Develop skills of synthesis and interpretation</li> <li>● Think metaphorically about a text</li> <li>● Analyze the transformation of dynamic characters</li> <li>● Discern the theme/central ideas and analyze its development throughout the text</li> </ul>	1/22/24-3/15/24  Approximately 39 days

		<p>and analyze works that they have read. Literary essays will follow standard writing conventions and the structure of a formal, academic essay, and students will base their observations and extensions on instances and evidence from the texts they read. Literary essays should reflect not merely an understanding of the literature that students read, but also of literary conventions and elements in general. Very importantly, each student's writing must reflect a genuine curiosity about literature and its reflection of human truths and experience. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<ul style="list-style-type: none"> <li>● Participate in meaningful peer and teacher conferences, providing and evaluating advice and application</li> <li>● Use evidence to back of literary analysis</li> <li>● Write on a daily basis towards completion</li> </ul>	
<b>Unit 4</b>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, L.5.2, L.5.6, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9 W.5.10, SL.5.1, SL.5.2, SL.5.3,</p>	<p><b>Grammar:</b> <i>Unit 5: Pronouns</i> Teaching that pronouns are an essential in grammar as they serve as substitutes for nouns, noun phrases, or other pronouns in sentences. Teach their crucial role in maintaining clarity, avoiding repetition, and improving the flow of language in both spoken and written communication.</p> <p><b>RW:</b> <i>Argument and Advocacy: Researching Debatable Issues</i> (Book 4) <b>Bend 1:</b> Students tackle more difficult informational texts with greater agency and independence. The unit begins with a one-day intensive “boot camp” on analyzing arguments. Students work in research groups to study a debatable issue, first learning about both sides of the issue, then choosing a position to research in greater depth, and finally debating the</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Subject pronouns</li> <li>● Object pronouns</li> <li>● Using I and Me, We, and Us</li> <li>● Possessive and demonstrative pronouns</li> <li>● Relative Prnouns and Relative Adverbs</li> <li>● Contractions with pronouns</li> <li>● Compare and contrast choices authors make in different texts</li> <li>● Debate on a specific topic from a text</li> <li>● Determine author’s perspective to understand how ideas fit into the issue</li> <li>● Discuss choices authors make to</li> </ul>	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

<p>SL.5.4, SL.5.5, SL.5.6,</p>	<p>issue and reflecting on their learning to develop new questions and insights.</p> <p><b>Bend 2:</b> Students raise the level of their research to develop deeper questions and ideas and engage in more complicated conversations. Students will read more difficult texts with a critical eye, considering perspective and craft while evaluating arguments. A debate highlights students’ growth and knowledge, and builds momentum for the final part of the unit. Students will think about patterns and connections across issues they have studied and consider larger issues of power. By the end of this unit, students will have learned how to compare the ideas and perspectives of many authors and how to formulate their own evidence-based, ethical positions on issues</p> <p><b>WW: Researched Based Argument: (Book 4) Bend 1:</b> Students will investigate a teacher led topic where they will explore the issues by reading articles and watching videos.</p> <p><b>Bend 2:</b> Writers will choose an argument that matters to them and take a stand. They will again research and make a valid, credible, convincing argument with research- based support. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>shape the content of their stories</p> <ul style="list-style-type: none"> <li>● Read a text and ask, “How might this information apply to my argument?”</li> <li>● Summarize an argument by putter author’s idea in their own words~ and not change meaning</li> <li>● Use reasons and evidence to back an argument</li> <li>● Use annotations to facilitate evidence-based conversations about the text</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (transitional phrases)</li> <li>● Cite textual evidence to support analysis and inferences</li> <li>● Find an issue, plan, and execute their own argument writing piece</li> <li>● Engage in collaborative discussions</li> <li>● Examine many sides of a topic</li> <li>● Use underlining, quotation marks, or italics to indicate titles of works</li> <li>● Write a volume of notes that capture important points of their topic, but also generate thoughts and reactions to the topic.</li> </ul>	
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<b>Date Created:</b>	KM~ July 2023
<b>Board Approved on:</b>	

<b>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM</b>
<b>Unit Overview</b>
<b>Content Area:</b> English Language Arts
<b>Unit Title:</b> 1: Literature: Fiction Analyzing theme/ Realistic Fiction
<b>Target Course/Grade Level:</b> Grade 5

**Unit Summary**

Immerse the students in literature during this unit. The teacher will determine what needs to be modeled during future mini-lessons and guided reading groups. Integration of social studies and science topics is highly encouraged. This unit will also focus on personal and realistic fiction narrative writing. Reading and writing will be integrated to include elements of vocabulary, grammar, spelling, and the mechanics of writing

<b>Number</b>	<b>Common Core Standard for Mastery</b>
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	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.
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).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3.a	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.
W.5.3.b	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).
W.5.10	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.a	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. 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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)		
L.5.1.c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.		
L.5.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*		
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.		
L.5.2.c	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?).		
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.		
L.5.3.a	3. 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.		
L.5.4.a	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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
L.5.4.c	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.		
L.5.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.		
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
<table border="1"> <tr> <td style="vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does the type of text determine the reading strategies good readers use?</li> <li>How do writers get their ideas?</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>good readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).</li> <li>writers use prior knowledge, personal experiences, and observations to communicate effectively.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does the type of text determine the reading strategies good readers use?</li> <li>How do writers get their ideas?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>good readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).</li> <li>writers use prior knowledge, personal experiences, and observations to communicate effectively.</li> </ul>
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<ul style="list-style-type: none"> <li>● How do listening and speaking strategies contribute to understanding?</li> </ul>	<ul style="list-style-type: none"> <li>● learning requires all members of the classroom community to engage in collaborative and active discussion.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● listening and speaking strategies to be utilized for discussions in order to be a contributing member of the learning community.</li> <li>● how to use a variety of reference materials when needed (i.e. Dictionary, thesaurus, and internet).</li> <li>● that depending on the genre, different reading strategies must be utilized.</li> <li>● to vary their reading speed based upon their purpose for reading.</li> <li>● that ideas, organization, word choice, sentence fluency, voice, conventions, and presentation contribute to the success of a piece of writing.</li> <li>● how to spell on-level words in their daily writing.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● use knowledge of English grammar and usage to express ideas effectively.</li> <li>● develop a working portfolio.</li> <li>● write narratives which include a conflict, setting, characters, dialogue, a clear sequence of events, and a resolution.</li> <li>● generate ideas for writing.</li> <li>● utilize precise language to convey their message.</li> <li>● review and edit work when applicable.</li> <li>● utilize rubrics in order to improve and evaluate writing.</li> <li>● draw evidence from literary or informational text that responds to open ended questions.</li> <li>● write for different purposes and a variety of audiences.</li> <li>● identify the author's purpose, position or personal view.</li> <li>● activate prior knowledge and anticipate what will be read or heard.</li> <li>● infer meaning in the context of a reading passage.</li> <li>● make connections (text to text, text to self, text to world).</li> <li>● read for a sustained period of time at their independent level.</li> <li>● chose the most appropriate media for a presentation.</li> <li>● summarize significant events and details, articulate an understanding of several ideas or images communicated by the literary work, and use examples or textual evidence from the work to support conclusions.</li> <li>● students establish a plot, point of view, setting, and conflict, and will be expected to show, rather than tell, the events of the story.</li> <li>● interprets figurative language/literary devices (e.g., similes, metaphors, personification, and hyperboles).</li> </ul> <p><i>Narrative Objectives</i></p> <ul style="list-style-type: none"> <li>● select an important experience they've had.</li> <li>● gather and organize details about it.</li> <li>● capture the reader's attention as they build up to their focus statement.</li> </ul>

- write events in the order they occurred using sensory details.
- show what happened as opposed to telling what happened
- Provide a conclusion that gives readers a sense of closure

**Formative Assessments**

- Writing samples
- Reading Response Entries
- Running Records/Anecdotal Notes
- Observation
- Quizzes
- Literature Circles
- Graphic Organizers
- Timed Writing/Reading Tasks
- Literature Response Journals
- Whiteboard Assessments
- Classroom Discussions
- Exit Tickets
- Performance-based Checklists
- Self-assessments/Reflections
- Think-Pair-Share/Turn-and-Talk
- Rubrics
- Do-Now
- Literary Projects
- Questioning
- Learning/Response Logs
- Self-reflections
- Teacher Conferences

**Summative Assessments**

- Unit Tests/Projects/Readers & Writers Learning Progression
- State Assessments
- District benchmark or interim assessments

## 21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>	<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation	Independent extension research projects Jigsaw cooperative learning activities

Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Student choice	
<b>I&amp;RS/At Risk</b> Alternative Assessments Goal Setting with Students Homework Options Frequent Breaks Tests Read Alouds	Cooperative Learning Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product Flexible Grouping	
<b>Content Area:</b> English Language Arts		
<b>Unit Title:</b> 2 Tackling Nonfiction/Research Reports		
<b>Target Course/Grade Level:</b> Grade 5		
<b>Unit Summary</b> Immerse the students informational text during this unit. Focus on applying reading strategies for informational texts. Students should respond daily in the form of process writing, responding to open-ended questions, and/or informal writing across the content areas. Expository writing (sequence/how to and compare and contrast) should be introduced at this point. The teacher may also choose to incorporate other expository writing pieces as they fit into the science and social studies curriculum. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, and the writing process Portfolios should be continuously used by the students and assessed by the teacher and student..		
<b>Learning Targets</b>		
<b>Number</b>	<b>Common Core Standards for Mastery</b>	

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	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within 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 <i>grade 5 topic or subject area</i> .
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.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.2.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.b	Apply <i>grade 5 Reading standards</i> 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]”).
W.5.10	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.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. 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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the

	discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.*
L.5.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. 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.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.c	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.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do good readers understand what is being read?</li> <li>● What strategies do good readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.)</li> <li>● Why should readers regularly monitor their comprehension?</li> <li>● How do writers use words and sentences to convey their feelings and ideas effectively?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Effective readers use specific strategies to help them better understand the text (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.)</li> <li>● Effective readers use text features and text structure as strategies for reading informational text</li> <li>● Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader.</li> <li>● Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that each paragraph in multi-paragraph text has a specific focus that contributes to the main idea of the text in its entirety</li> <li>● that reading with accuracy and fluency supports comprehension</li> <li>● that rereading, as necessary, promotes understanding</li> <li>● that a well-developed topic in expository writing is clearly stated, provides information logically (e.g., through use of facts, definitions, concrete details, quotations) to support author's purpose</li> <li>● that conferencing effectively involves agreed-upon rules for discussion carrying out assigned roles</li> <li>● that context clues help a reader determine the meaning of unknown words and multiple-meaning words in fifth grade-level text</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● maintain a working portfolio</li> <li>● summarize text</li> <li>● identify and use grade-appropriate vocabulary, including words that signal relationships (e.g., however, nevertheless, similarly, moreover, in addition)</li> <li>● cite evidence in text to locate an answer quickly or to problem solve</li> <li>● compare and contrast the structure (e.g., chronology, similarities and differences, cause/effect, problem/solution) across two or more texts</li> <li>● determine the meaning of general and domain-specific vocabulary in fifth grade text</li> <li>● analyze multiple accounts of the same topic, noting similarities and differences, according to point of view they represent</li> <li>● recognize and understand how an author uses evidence to support particular points in text</li> <li>● read and comprehend informational text, including history/social studies, science, and technical texts independently and with accuracy</li> </ul>

- know and apply phonics skills and word analysis (e.g., letter-sound correspondence, syllabication patterns, roots and affixes) to decode words independently, including unfamiliar multisyllabic words in and out of context
- read on-level prose and poetry orally with accuracy, appropriate rate, and expression
- compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure
- develop an appreciation for multiculturalism through reading various informational texts
- write expository text (e.g., sequence/how to, compare and contrast) to support a point of view clearly and sequentially with reasons, facts, and details
- include formatting (e.g., headings), illustrations, and multimedia in expository text to convey ideas more clearly and to aid in comprehension
- produce clear and organized writing appropriate to task, purpose, and audience
- develop writing as needed by planning, revising, editing for conventions, and rewriting with support from teachers and peers
- use knowledge of English grammar and usage to express ideas effectively when reading, writing, listening or speaking
- recognize and correct mistakes in verb tense and subject-verb agreement
- create short research projects using several sources (e.g., print, digital) by summarizing information in notes and finished work and providing a list of resources
- write routinely over extended time frames and shorter time frames for a range of purposes and audiences
- engage effectively in collaborative discussions (e.g., one-on-one, in groups, teacher-led) and explore new ideas
- pose and respond to questions in collaborative discussions and extend learning by elaborating on the remarks of others
- draw conclusions based upon knowledge gained from collaborative discussions

	<ul style="list-style-type: none"> <li>● summarize text from a variety of formats (e.g., written text, visual media, oral presentations)</li> <li>● demonstrate command of conventions of standard English capitalization, punctuation, and spelling of grade-appropriate words in daily writing</li> <li>● use commas to set off introductory clauses and phrases (e.g., <i>Before going to bed, Jason brushes his teeth</i>), to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, I will have more cake</i>), and to indicate indirect address (e.g., <i>Is that my book, Mary?</i>)</li> <li>● use a variety of sources (e.g., dictionary, glossary, thesaurus), both print and digital, to determine pronunciation and meaning of key words</li> <li>● use the relationships between words to better understand the words (e.g., synonyms, antonyms, homographs)</li> </ul>
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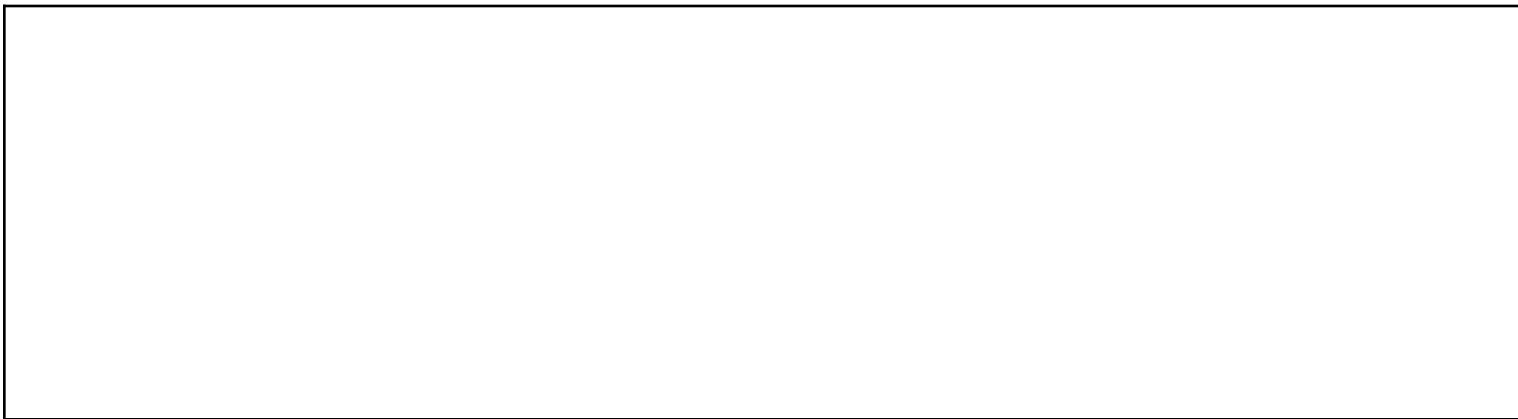
**Evidence of Learning**

**Formative Assessments**  
See Unit 1  
**Summative Assessments**  
See Unit 1

**Modifications (ELLs, Special Education, Gifted and Talented)**  
Follow all IEP modifications/504 plan  
See Unit 1

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Teacher Notes:**



<b>Unit Overview</b>	
<b>Content Area:</b> English Language Arts	
<b>Unit Title:</b> 3 Argument/Advocacy & Researched Based Argument	
<b>Target Course/Grade Level:</b> Grade 5	
<p><b>Unit Summary</b></p> <p>Students work in research groups to study a debatable issue, first learning about both sides of the issue, then choosing a position to research in greater depth, and finally debating the issue and reflecting on their learning to develop new questions and insights.</p> <p>This unit helps children tackle more difficult informational texts with greater agency and independence. The unit begins with a one-day intensive “boot camp” on analyzing arguments. Students work in research groups to study a debatable issue, first learning about both sides of the issue, then choosing a position to research in greater depth, and finally debating the issue and reflecting on their learning to develop new questions and insights. Students raise the level of their research to develop deeper questions and ideas and engage in more complicated conversations. Students will read more difficult texts with a critical eye, considering perspective and craft while evaluating arguments. A debate highlights students’ growth and knowledge, and builds momentum for the final part of the unit. Later, students select a new issue to study. They’ll think about patterns and connections across issues they have studied and consider larger issues of power. By the end of this unit, students will have learned how to compare the ideas and perspectives of many authors and how to formulate their own evidence-based, ethical positions on issues.</p>	
<b>Learning Targets</b>	
<b>Number</b>	<b>Standard for Mastery</b>
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	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.5.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
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)
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.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on

	successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.5.2.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).
W.5.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	e. Provide a concluding statement or section related to the information or explanation presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	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 two pages in a single sitting.

W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.10	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.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. 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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.
L.5.2.d	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. 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.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).
L.5.4.c	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.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)?</li> </ul>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of a text's features, structures, and characteristics facilitates a reader's ability to make meaning of the text (e.g., headings, bold print, titles, captions).</li> <li>Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.</li> </ul>

<ul style="list-style-type: none"> <li>● How does understanding structure and characteristics of a text impact the reader's comprehension?</li> <li>● What impact does understanding organization have on the writer's ability to convey a message?</li> <li>● How does author's point of view control the opinion of the text?</li> <li>● What is audience etiquette?</li> </ul>	
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● and apply grade-level appropriate phonics and word analysis skills in decoding words, command of the conventions of standard English grammar and usage when writing or speaking, and use precise language to explain a topic.</li> <li>● expected rules and behaviors to be a contributing member of the learning community.</li> <li>● the appropriate use of technology to locate information, quote from sources, recall, and restate information to produce published pieces writing, individually and collaboratively.</li> <li>● the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.</li> <li>● how to use context as a clue to the meaning of a word or phrase.</li> <li>● to adapt speech to a variety of context and tasks.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● examine nonfiction features and text structure to determine an author's point of view, main ideas and support, similarities and differences in the same topic</li> <li>● read and comprehend opinion and informational text independently and proficiently analyze multiple accounts of the same topic, noting the similarities and differences in point of view.</li> <li>● read on-level text with purpose and understanding across a variety of genres, both fiction and non-fiction.</li> <li>● write routinely over extended time frames (time for research, reflection, revision), and in specific times frames (a single sitting or a day or two) for a range of discipline-specific tasks, including but not limited to, cause and effect, problem-solution, persuasive writing (expository writing) and speculative writing (prompt driven responses).</li> <li>● consult reference materials both print and digital, to find the pronunciation and determine the meaning of key words or phrases.</li> <li>● maintain a working portfolio</li> <li>● use knowledge of English grammar and usage to express ideas effectively.</li> <li>● discuss underlying themes across cultures in various text.</li> </ul>

<ul style="list-style-type: none"> <li>● how to use and spell grade-appropriate words in their daily writing.</li> <li>● to utilize the writing process to evaluate the quality of writing through revision and editing.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments</b> See Unit 1	
<b>Summative Assessments</b> See Unit 1	
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <b>Follow all IEP and/or 504 Plan modifications.</b> See Unit 1	
<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>	
<b>Teacher Notes:</b>	

## Unit Overview

**Content Area:** English Language Arts

**Unit Title:** 4/ Fantasy Book Clubs & Literary Essays

**Target Course/Grade Level:** Grade 5

### Unit Summary

In this unit, students will work in clubs to become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. You'll lead students to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. You'll also help students engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, you'll focus students on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

The unit of literary essay works in conjunction with the unit on test prep. Literary essay offers a bridge between reading and writing. Students will learn that writing can be a way to not only hold onto one's thinking about a particular subject or text but also to elaborate this thinking. In addition, students will become more skilled in opinion writing as they analyze and respond to texts. The goal of this unit is to ensure that students are fluent in essay writing and will be prepared to write essays at the drop of the hat. This unit will start with students writing a flash essay on day one, and to continue this "drop of a hat" practice throughout the unit continuously revising so that they internalize the form and voice of the literary essay. It is important to note that students' work in partnerships in both reading and writing workshops, and listen to each other's ideas to notice when a partner says a claim, it is a thesis-a box. As teachers, we will coach into helping the partnership or club to talk about the idea at some length, "speaking in essays." Next, these conversations will come to include the work of finding and elaborating on evidence, and retelling a part of the story in a way that is angled to show how this part of the story substantiates a claim. The more fluent students become in "speaking essay" the more they will internalize the essay writing process and enhance their essay writing skills. This unit will start with quick essays. With students continuously writing or revising another essay every day, so that they become accustomed to writing fluently and with increasing structure, coherency, and precision. Finally, the quick drafts of essays will be revised repeatedly, as they learn to incorporate new and more advanced moves into their texts. The final goal is for students to master the essay form with the same ease with which they have mastered personal narrative.

**Primary interdisciplinary connections:**

Cluster

<b>Number</b>	<b>Standard for Mastery</b>
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.
RL.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.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.5.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
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.5.7	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).

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9.b	b. Apply <i>grade 5 Reading standards</i> 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]”).
W.5.10	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.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. 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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. 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.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).
L.5.4.c	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.
L.5.5.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does understanding a text’s features, structures, and characteristics facilitate meaning in non-fiction?</li> <li>● How do readers construct meaning from text in fictional works?</li> <li>● How does using word attack skills in decoding support comprehension?</li> <li>● How do metaphors and similes help a reader determine the meaning of words and phrases as they are used in a text?</li> <li>● What are the components of speculative writing?</li>   <li>● How does organization and the development of complete thoughts effectively communicate the writer’s ideas and facilitate understanding?</li> <li>● What is audience etiquette?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● understanding of a text’s features, structures, and characteristics facilitates a reader’s ability to make meaning of the text.</li> <li>● good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.</li> <li>● good writing effectively informs, engages, and influences the audience</li> <li>● communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.</li> <li>● understanding the difference between hearing and listening are keys to audience etiquette.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● folktales, legends and myths have varying themes, cultural influences, and text structure.</li> <li>● that one way to develop a deeper meaning of a folktale, legend, or myth’s characters, plot, or theme, is to make inferences based on the text of the story.</li> <li>● to ask questions, summarize, paraphrase, or quote information accurately from an</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● summarize written text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.</li> <li>● use various informational texts in order to gain knowledge of text features authors use in this genre.</li> <li>● quote accurately from a text when explaining and when drawing inferences from the text.</li> <li>● ask and answer such questions as to who, what, where, when, why, and how to demonstrate understanding of key details in an informational text, and will draw on information from</li> </ul>
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<p>informational text to comprehend the text and to answer questions or solve problems.</p> <ul style="list-style-type: none"> <li>● how to respond appropriately to answer various writing prompts.</li> <li>● how to draw information from various text in order to answer essential or open-ended questions.</li> <li>● that the components of any story (including novels) include characters (characterization), conflict, theme, setting, dialogue, and plot. and that coherence, clarity, and comprehension hold a story together.</li> <li>● how to use a working portfolio to enhance their learning experiences and help them self reflect on their learning.</li> <li>● How to spell grade appropriate words in their daily writing.</li> </ul>	<p>multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <ul style="list-style-type: none"> <li>● compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure.</li> <li>● develop an appreciation for multiculturalism through reading various folktales, legends, and myths.</li> <li>● use folktales, legends and myths to draw inferences from the text in order to develop a deeper understanding of the characters, plot, and theme.</li> <li>● determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>● use a variety of word attack skills such as letter-sound correspondences, syllabication patterns and morphology, including grade-level phonics and word analysis skills in decoding to support comprehension.</li> <li>● apply grade 5 Reading standards to informational texts.</li> <li>● use metaphors and similes to determine the meaning of words and phrases as they are used in a text.</li> <li>● recognize the need to adapt speech and the written word to a variety of contexts and tasks.</li> <li>● write routinely over extended time frames, shorter time frames, and in a variety of formats for a range of discipline-specific tasks, purposes, and audiences.</li> <li>● use a variety of reference materials in order to answer a set of essential questions determined by the teacher.</li> <li>● write a variety of speculative pieces (e.g. fantasy, science fiction, supernatural or superhero fiction) based on a given writing prompt.</li> <li>● write speculative stories that include the following components of speculative stories: characters (characterization), conflict, theme, setting, dialogue, and plot.</li> <li>● write speculative stories that demonstrate coherence, clarity, and comprehension.</li> </ul>
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	<ul style="list-style-type: none"> <li>● use the components of 6 Plus 1 Traits, (e.g. ideas, organization, word choice, sentence fluency, conventions, and presentation) when writing.</li> <li>● use knowledge of grade 5 English grammar and usage to express ideas effectively.</li> <li>● use correct spelling of grade appropriate words.</li> <li>● demonstrate an understanding of figurative language, word relationships, and nuances in word meanings and will use the relationship between particular words to better understand each word.</li> <li>● summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>● draw evidence from literary or informational text, and will use a structured format to answer open-ended questions. (eg. RARE restate the question, answer the question, reasons, exact quotes or examples; ADDI answer, detail, detail, insight, or RACE restate, answer, cite, explain ROPPE read, opinion, prove it prove it, evaluate.)</li> <li>● respond appropriately to various writing prompts given. (eg. expository, descriptive, poem, picture prompt, speculative, persuasive, or RAFTS role, audience, format, topic, strong verb).</li> <li>● maintain a working portfolio of all student work.</li> </ul>
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Evidence of Learning

**Formative Assessments**  
 See Unit 1  
**Summative Assessments**  
 See Unit 1

**Modifications (ELLs, Special Education, Gifted and Talented)**  
 Follow all IEP and/or 504 Plan modifications.

**Curriculum development Resources/Instructional Materials / Equipment Needed Teacher Resources:**

**Teacher Notes:**

**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM**

**Unit Overview**

**Content Area:** English Language Arts

**Unit Title:** 5

**Target Course/Grade Level:** Grade 5

**Unit Summary**

Focus on the distinct features, forms, and varieties of poetry and drama. Students apply knowledge of the story elements, creative writing, and inferential skills to engage these texts. In addition, students will study persuasive writing in a variety of formats and apply these techniques in their own writing. Students will read a variety of authentic literature and informational texts based on student interests, teacher need, and the content areas. Reading and writing should be integrated on a daily basis.

**Learning Targets**

**Cluster**

**Number**

**Standard for Mastery**

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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).
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.
RL.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.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .

RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	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 two pages in a single sitting.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> 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]”).
W.5.10	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.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. 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.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. 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.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).
L.5.4.c	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.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Why do readers need to pay attention to a writer’s choice of words?</li> <li>• How does the structure of language convey meaning?</li> <li>• How can persuasive writing be crafted so it motivates and influences a reaction for its audience?</li> </ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they’re used in text.</li> <li>• Word choice powerfully affect meaning.</li> <li>• Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.</li> </ul>
<b>Unit Objectives</b>	<b>Unit Objectives</b>
<p><i>Students will know...</i> <i>(for persuasive writing)</i></p> <ul style="list-style-type: none"> <li>• how to read and apply scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing.</li> <li>• how to write for an extended period of time.</li> </ul>	<p><i>Students will be able to...</i> <i>(for persuasive writing)</i></p> <ul style="list-style-type: none"> <li>• write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based)</li> <li>• gather, select, and organize information appropriate to a topic, task, and audience.</li> <li>• use a variety of strategies (e.g., note-taking, outlining, making charts, developing a graphic organizer) to collect and record information.</li> <li>• use multiple resources (see above) to explain ideas or thoughts .</li> </ul>

<ul style="list-style-type: none"> <li>● how to apply the writing process to a variety of genres, including persuasive and poetic writing, e.g. 6 Traits + 1.</li> <li>● how to spell grade-appropriate words in their daily writing.</li> </ul> <p><i>Students will know...</i> <i>(for poetic writing)</i></p> <ul style="list-style-type: none"> <li>● how to read and apply scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing.</li> <li>● how to write for an extended period of time.</li> <li>● how to apply the writing process to a variety of genres,</li> </ul>	<ul style="list-style-type: none"> <li>● use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.</li> <li>● organize paragraphs using topic sentences.</li> <li>● use details, examples, and reasons to support central ideas or clarify a point of view.</li> <li>● revise drafts by rereading for meaning, narrowing focus, and elaborating with details.</li> <li>● make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details to convey a particular idea or mood, and justify the choices made.</li> <li>● use a variety of reference materials to revise work.</li> <li>● edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</li> <li>● use increasingly complex sentence structure and syntax to express ideas.</li> <li>● use computer writing applications during the writing process.</li> <li>● develop a collection of writings (e.g., a literacy folder, a literacy portfolio).</li> <li>● reflect on own writing, noting strengths and setting goals for improvement.</li> </ul> <p><i>Students will be able to...</i> <i>(for poetic writing)</i></p> <ul style="list-style-type: none"> <li>● Review scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing</li> <li>● Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, and reading while discussing models of writing, asking questions, and brainstorming.</li> <li>● Choose words specifically to convey a particular idea or mood, including the intentional use of figurative language.</li> <li>● Demonstrate the development of a personal style and voice in writing.</li> </ul>
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<p>including persuasive and poetic writing, e.g. 6 Traits + 1.</p> <ul style="list-style-type: none"> <li>● how to spell grade-appropriate words in their daily writing.</li> </ul>	<ul style="list-style-type: none"> <li>● sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately</li> <li>● use a variety of reference materials to revise work, particularly a thesaurus.</li> <li>● edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.</li> <li>● use increasingly complex sentence structure and syntax to express ideas.</li> <li>● produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</li> <li>● reflect on own writing, noting strengths and setting goals for improvement</li> <li>● maintain a collection of writings (e.g., a literacy folder, a literacy portfolio).</li> </ul>
<p><i>Students will know...</i> <i>(for reading poetry and drama)</i></p> <ul style="list-style-type: none"> <li>● and recognize a variety of grade-appropriate poem structures.</li> <li>● how to develop meaning from drawn inferences and figurative language</li> <li>● how to analyze story elements and support analysis with references to the text</li> </ul>	<p><i>Students will be able to...</i> <i>(for reading poetry and drama)</i></p> <ul style="list-style-type: none"> <li>● survey and explain text features and structure that contribute to comprehension.</li> <li>● vary reading strategies according to their purpose for reading and the nature of the text.</li> <li>● develop an awareness of form, structure, and author's voice in various genres, particularly poetry and drama.</li> <li>● identify and respond to the elements of sound and structure in poetry.</li> <li>● identify the structures in drama.</li> <li>● identify author's purpose, views, and beliefs.</li> <li>● anticipate and construct meaning from text by making conscious connections to self, an author, and others.</li> <li>● recognize literary elements in stories, including setting, characters, plot, and mood.</li> <li>● recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).</li> <li>● infer specific word meanings in the context of reading passages.</li> </ul>

<p><i>Students will know...</i> <i>(for listening and speaking)</i></p> <ul style="list-style-type: none"> <li>● how to listen to and respond to others.</li> </ul>	<ul style="list-style-type: none"> <li>● recognize and identify antonyms, synonyms, homophones, and homographs</li> <li>● use grade-level appropriate resources such as a dictionary or thesaurus in order to independently define unknown words.</li> <li>● read regularly in materials appropriate for their independent reading level.</li> <li>● interpret idiomatic expressions.</li> <li>● develop and expand vocabulary using word attack strategies and context clues.</li> <li>● read aloud in ways that reflect understanding of proper phrasing and intonation.</li> <li>● apply self-correcting strategies to decode and gain meaning from print both, orally and silently.</li> <li>● support text analysis including inferences with quotes from the text.</li> </ul> <p><i>Students will be able to...</i> <i>(for listening and speaking)</i></p> <ul style="list-style-type: none"> <li>● make inferences based on an oral report or presentation</li> <li>● accept others' opinions and respond appropriately</li> <li>● engage in collaborative discussions and extend learning by posing new ideas.</li> <li>● listen to determine a speaker's purpose, attitude, and perspective</li> </ul>
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<b>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM</b> <b>Evidence of Learning</b>	
<b>Formative Assessments</b> See Unit 1	
<b>Summative Assessments</b> See Unit 1	
<b>Modifications (ELLs, Special Education, Gifted and Talented)</b> <b>Follow all IEP and/or 504 Plan modifications.</b>	

<b>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</b>