



# English Language Arts Curriculum Map Grade 5

Updated August 2024

## District 109 Overview of Programming

### Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

### Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

### **Middle School (6-8)**

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

### **Workshop Model**

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

#### **Key tenets of the Workshop model include:**

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

**Standards**

[English Language Arts Standards](#)

**In grade 5, instructional modules last approximately 3 weeks.**

Semester 1		
Module 1: Inventors at Work		
Reading	Writing: <i>Informational - Expository Essay</i>	Grammar
<p><b>Communication:</b>            Listening Comprehension            Speaking and Listening: Engage in Discussion, Give a Presentation - Opinion            Make Connections            Research &amp; Media Literacy: Generate a Plan</p> <p><b>Vocabulary Development:</b>            Content/Academic Vocabulary            Strategy: Context Clues, Reference Materials            Generative Vocabulary: Prefixes ex-, e-, ir-, il-, Greek Roots <i>phon, photo, auto, bio</i>, Latin Roots <i>vis, aud</i></p> <p><b>Comprehension Strategies:</b>            Retell/Summarize            Author's Purpose            Point of View            Monitor &amp; Clarify            Text Structure: Cause &amp; Effect, Sequence            Make Inferences            Author's Craft: Voice</p> <p><b>Genre Characteristics:</b>  <u>Fiction</u> - Literary Elements</p>	<p><b>Prewriting:</b>            Develop a research plan</p> <p><b>Drafting:</b>            Develop a working thesis            Conduct research            Explain &amp; summarize ideas            Select a structure to organize ideas purposefully            Write clear introductions &amp; conclusions            Include relevant facts, definitions, details &amp; quotes            Use a variety of sentence types</p> <p><b>Revising:</b>            Use both complex &amp; compound sentences            Ensure organization supports ideas</p> <p><b>Editing:</b>            Identify &amp; correct errors in conventions of grammar:            Verb-tense; Collective Nouns; Adjectives; Pronouns;            Subject-verb agreement</p> <p><b>Publishing:</b>            Select a final format/style            Share with an audience</p>	<p><b>Sentence Structure/Clarity:</b>            Complete Sentences            Fragments, Run-Ons &amp; Comma Splices            Complete Subjects &amp; Predicates            Subject-Verb Agreement</p> <p><b>Sentence Types:</b>            Declarative            Interrogative            Imperative            Exclamatory</p> <p><b>Review:</b>            Possessive Pronouns            Verbs</p>

Informational Text - Central Idea		
<b>Core Texts</b>		
<p><i>A High Quality Inventor</i> - HMH</p> <p><i>Government Must Fund Inventors</i> - HMH</p> <p><i>The Inventor's Secret: What Thomas Edison Told Henry Ford</i> - Suzanne Slade</p> <p><i>Winds of Hope</i> - Katy Duffield</p> <p><i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> - Simon Shapiro</p> <p><i>Captain Arsenio: Inventions and (Mis)Adventures in Flight</i> - Pablo Bernasconi</p> <p><i>Girls Think of Everything: Stories of Ingenious Inventions by Women</i> - Catherine Thimmesh</p>		
<b>Module 2: What a Story</b>		
<b>Reading</b>	<b>Writing: Narrative - Story</b>	<b>Grammar</b>
<p><b>Communication:</b>  Listening Comprehension  Speaking and Listening: Work Collaboratively, Engage in Discussion  Research &amp; Media Literacy: Interpret/Analyze Media  Make Connections</p> <p><b>Vocabulary Development:</b>  Content/Academic Vocabulary  Strategy: Antonyms &amp; Synonyms, Context Clues  Generative Vocabulary: Prefixes un-, non-, dis-, re-, pre-, post-, fore-, Suffixes -y, -ly, -ily</p> <p><b>Comprehension Strategies:</b>  Synthesize  Visualize  Ask &amp; Answer Questions  Author's Purpose</p> <p><b>Genre Characteristics:</b>  <u>Fiction</u> - Literary Elements, Figurative Language, Characters, Elements of Drama</p>	<p><b>Prewriting:</b>  Use multiple strategies to develop a plan</p> <p><b>Drafting:</b>  Transition prewriting to an initial draft  Develop focused, structured &amp; coherent drafts  Apply knowledge of genre characteristics &amp; narrative structure  Develop a conclusion</p> <p><b>Revising:</b>  Modify structure &amp; organization as needed  Review &amp; add additional information  Use and enhance dialogue  Develop characters &amp; elaborate on traits</p> <p><b>Editing:</b>  Identify &amp; correct errors in of conventions of grammar</p> <p><b>Publishing:</b>  Develop a title  Use technology to assist with the writing process  Share with an audience</p>	<p><b>Parts of Speech (Nouns):</b>  Recognizing Common &amp; Proper Nouns  Capitalizing Proper Nouns &amp; Organizations  Plural Nouns  Irregular Plural Nouns  Collective Nouns</p> <p><b>Parts of Speech (Verbs):</b>  Linking Verbs  Action Verbs  Helping Verbs  VerbTense</p> <p><b>Review:</b>  Commas in a Sentence  Compound Sentences</p>

<p><u>Informational Text</u> - Text &amp; Graphic Features</p> <p><u>Poetry</u> - Elements of Poetry, Theme</p>		
Core Texts		
<p><i>From Mouth to Page</i> - Robert D. Souci</p> <p><i>Many Ways to Tell a Story</i> - HMH</p> <p><i>Airborn</i> - Kenneth Oppel</p> <p><i>The Secret Garden</i> - Frances Hodgson Burnett</p> <p><i>The Miracle of Spring</i> - Helen Hanna</p> <p><i>The Poem That Will Not End: Fun With Poetic Forms</i> - Joan Bransfield Graham</p> <p><i>The Mesmer Menace</i> - Kersten Hamilton</p>		
<b>Module 3</b>		
<b>Reading</b>	<b>Writing: <i>Opinion - Persuasive Essay</i></b>	<b>Grammar</b>
<p><b>Communication:</b>  Listening Comprehension  Speaking and Listening:  Research &amp; Media Literacy: Gather Information, Interpret/Analyze Media, Evaluate Information  Make Connections</p> <p><b>Vocabulary Development:</b>  Content/Academic Vocabulary  Strategy: Multiple Meaning Words, Antonyms &amp; Synonyms  Generative Vocabulary: Greek Roots <i>graph</i>, <i>gram</i>, <i>geo</i>, Latin Roots <i>rupt</i>, <i>fer</i>, Suffixes -logy, -logist, Prefixes inter-, com-, con-, cor-</p> <p><b>Comprehension Strategies:</b>  Author's Craft: Word Choice  Make &amp; Confirm Predictions  Text Structure: Sequence, Cause &amp; Effect  Summarize  Ask &amp; Answer Questions</p>	<p><b>Prewriting:</b>  Plan an essay by choosing a topic &amp; position</p> <p><b>Drafting:</b>  Identify &amp; gather relevant information  Develop a list of sources (bibliography)  Organize draft with a purposeful structure  Develop a strong conclusion</p> <p><b>Revising:</b>  Reorganize &amp; elaborate for clarity &amp; coherence  Improve word choice</p> <p><b>Editing:</b>  Identify &amp; correct errors in conventions of grammar:  Irregular verbs; Collective Nouns; Persuasive Language;  Transitions</p> <p><b>Publishing:</b>  Use technology to assist with the writing process  Share with an audience</p>	<p><b>Sentence Structure/Clarity:</b>  Direct &amp; Indirect Objects  Compound Direct Objects  Complex Sentences with Conjunctions  Dependent &amp; Independent Clauses</p> <p><b>Parts of Speech (Conjunctions):</b>  <i>and, but, &amp; or</i>  Combining Sentences &amp; Ideas  Subordinating Conjunctions  Correlative Conjunctions</p> <p><b>Review:</b>  Complete Sentences  Singular &amp; Plural Nouns</p>

<p><b>Genre Characteristics:</b>  <u>Informational Text</u> - Figurative Language: Sensory Words,  Media Techniques: Sound &amp; Visual Elements, Central  Idea, Text &amp; Graphic Features</p>		
<b>Core Texts</b>		
<p><i>Help Is On the Way</i> - Marcia Amidon Lusted</p> <p><i>Who Studies Natural Disasters?</i> - HMH</p> <p><i>Eruption!: Volcanoes and the Science of Saving Lives</i> - Elizabeth Rusch</p> <p><i>Between the Glacier and the Sea: The Alaska Earthquake</i> - Informational Video</p> <p><i>Quaking Earth, Racing Waves</i> - Rachel Young</p> <p><i>Hurricanes: The Science Behind Killer Storms</i> - Alvin &amp; Virginia Silverstein</p> <p><i>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i> - Allan Drummond</p>		
<b>Module 4: Wild West</b>		
<b>Reading</b>	<b>Writing: <i>Informational - Letter</i></b>	<b>Grammar</b>
<p><b>Communication:</b>  Listening Comprehension  Speaking and Listening: Oral Instructions, Use Formal &amp; Informal Language  Make Connections  Research &amp; Media Literacy: Interpret/Analyze Media</p> <p><b>Vocabulary Development:</b>  Content/Academic Vocabulary  Strategy: Homophones &amp; Homographs, Multiple Meaning Words  Generative Vocabulary: Prefixes mid-, trans-, mis-, mal-, Suffixes -al, -ic, -ous, -ious, -able, -ible, Greek Roots <i>homo, hetero</i> Latin Root <i>circum</i>  Varieties of English</p> <p><b>Comprehension Strategies:</b>  Text Structure: Sequence, Problem Solution  Synthesize</p>	<p><b>Prewriting:</b>  Establish purpose, audience &amp; task for a letter requesting information  Distinguish between formal &amp; informal letters</p> <p><b>Drafting:</b>  Plan &amp; organize a formal letter  Include the parts of a formal letter  Develop a list of questions for a formal letter  Add details to the letter  Generate a strong conclusion</p> <p><b>Revising:</b>  Enhance clarity by deleting and improving word choice  Combine and/or rearrange ideas for coherence  Elaborate ideas  Add transitions</p> <p><b>Editing:</b></p>	<p><b>Conventions (Punctuation):</b>  Text Quotations</p> <p><b>Parts of Speech (Interjections):</b>  Interjections &amp; Dialogue</p> <p><b>Parts of Speech (Pronouns):</b>  Subject Pronouns  Object Pronouns  Pronoun-Antecedent Agreement</p> <p><b>Parts of Speech (Verbs):</b>  Present, Past, Future Tense  Consistent Use of Tense</p> <p><b>Review:</b>  Complex Sentences  Conjunctions</p>



<p>Author's Craft Monitor &amp; Clarify Retell Point of View</p> <p><b>Genre Characteristics:</b> <u>Fiction</u> - Literary Elements</p> <p><u>Informational Text</u> - Central Idea, Media Techniques</p>	<p>Identify &amp; correct errors in conventions of grammar: Complete sentences; Subject-verb agreement</p> <p><b>Publishing:</b> Finalize &amp; send letter</p>	
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**Core Texts**

<p><i>Houses of Dirt</i> - HMH</p> <p><i>Why Go West?</i> - HMH</p> <p><i>Explore the Wild West!</i> - Anita Yasuda</p> <p><i>The Celestials' Railroad</i> - Bruce Watson</p> <p><i>Homesteading</i> - Documentary Video</p> <p><i>A Pioneer Sampler: A Day in the Life of a Pioneer Family in 1840</i> - Barbara Greenwood</p> <p><i>Along the Santa Fe Trail: Marlon Russell's Own Story</i> - Ginger Wadsworth</p>
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**Module 5: Project Earth**

<b>Reading</b>	<b>Writing: <i>Opinion - Editorial</i></b>	<b>Grammar</b>
<p><b>Communication:</b> Listening Comprehension Speaking and Listening: Summarizing/Paraphrasing, Work Collaboratively Make Connections Research &amp; Media Literacy: Take Notes</p> <p><b>Vocabulary Development:</b> Content/Academic Vocabulary Strategy: Analogies, Homophones &amp; Homographs Generative Vocabulary: Suffix -ive, -ure, Latin Roots <i>dict, spect, bene</i>, Prefix mal-</p> <p><b>Comprehension Strategies:</b> Ask &amp; Answer Questions</p>	<p><b>Prewriting:</b> Determine a topic for an argumentative text Develop a research plan</p> <p><b>Drafting:</b> Plan &amp; develop an initial draft Generate questions for inquiry Follow a research plan Gather relevant information Evaluate resources Develop a strong opening paragraph Paraphrase to prevent plagiarism Develop a strong conclusion</p> <p><b>Revising:</b></p>	<p><b>Parts of Speech (Verbs):</b> Regular &amp; Irregular Verbs Past Tense Forms of Irregular Verbs</p> <p><b>Conventions (Punctuation - Commas &amp; Semicolons):</b> Punctuation in Complex &amp; Compound Sentences Introductory Elements Commas with Direct Address &amp; Tag Questions</p> <p><b>Sentence Structure/Clarity:</b> Identifying Transitions</p>

<p>Author's Purpose Author's Craft Retell Monitor &amp; Clarify Text Structure: Problem &amp; Solution, Cause &amp; Effect</p> <p><b>Genre Characteristics:</b> <u>Fiction</u> - Elements of Drama, Literary Elements, Figurative Language <u>Informational Text</u> - Central Idea, Ideas &amp; Support, Text &amp; Graphic Features</p>	<p>Revise sentence structure by deleting, combining &amp; rearranging Improve word choice List sources</p> <p><b>Editing:</b> Identify &amp; correct errors in conventions of grammar: Pronoun usage; Subordinating conjunctions</p> <p><b>Publishing:</b> Add a title Determine an appropriate publishing format Share with an audience</p>	<p>Purpose of Transitions Transitions in Writing</p> <p><b>Review:</b> Verb Tenses, Subject &amp; Object Pronouns</p>
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**Core Texts**

<p><i>Tech-Trash Tragedy</i> - Liam O'Donnell</p> <p><i>The Protective Power of Nature Preserves</i> - HMH</p> <p><i>Potatoes on Rooftops: Farming in the City</i> - Hadley Dyer</p> <p><i>Living Green</i> - Doreen Beaugard</p> <p><i>The Good Garden: How One Family Went from Hunger to Having Enough</i> - Katie Smith Milway</p> <p><i>Parrots Over Puerto Rico</i> - Susan L. Roth &amp; Condy Trumbore</p> <p><i>The Elephant Keeper: Caring for Orphaned Elephants in Zambia</i> - Margriet Ruurs</p>
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**Semester 2**

**Module 6: Art for Everyone**

<b>Reading</b>	<b>Writing: <i>Narrative - Personal Narrative</i></b>	<b>Grammar</b>
<p><b>Communication:</b> Listening Comprehension Speaking and Listening: Research &amp; Media Literacy: Create Multimedia Presentations, Organize Information Make Connections</p>	<p><b>Prewriting:</b> Use multiple prewriting strategies and knowledge of narrative writing to plan</p> <p><b>Drafting:</b> Develop ideas from pre writing into a focused, structured &amp; coherent draft</p>	<p><b>Parts of Speech (Adjectives):</b> Adjectives &amp; Linking Verbs Articles</p> <p><b>Parts of Speech (Adverbs):</b> Adverbs that Tell <i>How, Where, When &amp; How Often</i></p>

<p><b>Vocabulary Development:</b> Content/Academic Vocabulary Strategy: Reference Materials, Analogies Generative Vocabulary: Latin Root <i>struct</i>, Prefixes de-, super-, micro-, Suffixes -ion, -ism</p> <p><b>Comprehension Strategies:</b> Author's Craft Make Inferences Text Structure Visualize Point of View Ask &amp; Answer Questions</p> <p><b>Genre Characteristics:</b> <u>Fiction</u> - Characters/Subject  <u>Informational Text</u> - Central Idea, Characters/Subject (Biography), Theme (Biography), Literary Elements (Biography), Figurative Language (Biography)</p>	<p>Develop a plot Develop a satisfying conclusion</p> <p><b>Revising:</b> Elaborate on the draft Vary sentence lengths Incorporate peer feedback into revisions</p> <p><b>Editing:</b> Identify &amp; correct errors in conventions of grammar: Complete sentences; Subject-verb agreement</p> <p><b>Publishing:</b> Create a title Determine a format for publishing Incorporate technology in the publishing process Share with an audience</p>	<p>Conjunctive Adverbs Using Adverbs</p> <p><b>Parts of Speech (Prepositions):</b> Prepositional Phrases Combining Sentences</p> <p><b>Review:</b> Pronouns Transitions</p>
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**Core Texts**

- Andy Warhol* - HMH
- Let's Get Creative* - HMH
- Christo and Jeanne-Claude: Through the Gates and Beyond* - Jan Greenberg & Sandra Jordan
- Rita Moreno from Portraits of Hispanic American Heroes* - Juan Felipe Herrera
- Play Louis, Play!: The True Story of a Boy and His Horn* - Muriel Weinstein
- Phillis's Big Test* - Catherine Clinton
- Miss Alaineus: A Vocabulary Disaster* - Debra Frasier

**Module 7: Above, Below, and Beyond**

Reading	Writing: <i>Informational - Research Report</i>	Grammar
<p><b>Communication:</b> Listening Comprehension Listening &amp; Speaking: Use Formal &amp; Informal Language, Summarizing/Paraphrasing</p>	<p><b>Prewriting:</b> Use prior knowledge Interpret a writing prompt Ask &amp; clarify questions about a topic</p>	<p><b>Parts of Speech (Pronouns):</b> Indefinite Pronouns; Possessive Pronouns Interrogative Pronouns</p>

<p>Make Connections Research &amp; Media Literacy: Paraphrase</p> <p><b>Vocabulary Development:</b> Content/Academic Vocabulary Strategy: Review Context Clues, Reference Materials Generative Vocabulary: Latin Roots <i>tract, chron, gress, ped, dent, terr</i>, Prefixes mega-, sub-, pro-, anti-</p> <p><b>Comprehension Strategies:</b> Make &amp; Confirm Predictions Text Structure Author's Craft Author's Purpose Ask &amp; Answer Questions</p> <p><b>Genre Characteristics:</b> <u>Informational Text</u> - Ideas &amp; Support, Text &amp; Graphic Features, Central Idea</p>	<p>Take notes Review rubric to prepare for writing</p> <p><b>Drafting:</b> Identify credible primary &amp; secondary sources Organize data to connect it to experiences related to the topic Keep track of sources interpret research to develop a focused, organized &amp; coherent piece of writing</p> <p><b>Revising:</b> Reread to ensure all words are original Use quotation marks when using the work of another Improve word choice</p> <p><b>Editing:</b> Identify &amp; correct errors in conventions of grammar: Proper use of adverbs, pronouns &amp; prepositions</p> <p><b>Publishing:</b> Create a bibliography Create a title Make decisions about publishing format Share with an audience</p>	<p><b>Parts of Speech (Verbs):</b> Verbs <i>Be &amp; Have</i> Verb Phrases with <i>Be &amp; Have</i> Consistent Verb Tenses</p> <p><b>Mechanics (Titles):</b> Titles in Italics Titles in Quotation Marks Capitalizing Titles</p> <p><b>Review:</b> Commas &amp; Semicolons Prepositions &amp; Prepositional Phrases Adverbs</p>
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**Core Texts**

- Miss Mitchell's Eclipses* - Sarah Novak
- A Few Who Dared* - HMH
- Into the Unknown: Above & Below* - Stewart Ross
- Great Discoveries and Amazing Adventures: The Stories of Hidden Marvels and Lost Treasures* - Claire Llewellyn
- SpaceShipOne* - Matthew Stinemetze
- The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity* - Elizabeth Rusch
- The Day Glo Brothers: The True Story of Bob and Joe Switzer's Bright Ideas and Brand New Colors* - Chris Barton

**Module 8: A New Home**

Reading	Writing: <i>Poetry - Lyric Poem</i>	Grammar
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<p><b>Communication:</b> Listening Comprehension Speaking and Listening: Work Collaboratively, Give a Presentation: Story Make Connections Research &amp; Media Literacy: Cite Sources</p> <p><b>Vocabulary Development:</b> Content/Academic Vocabulary Strategy: Homophones &amp; Homographs, Context Clues Generative Vocabulary: Prefixes uni-, mono-, bi-, tri-, multi-, semi-, Latin Roots <i>scrib, script, voc, ject</i></p> <p><b>Comprehension Strategies:</b> Visualize Text Structure Author's Craft Make Inferences Ask &amp; Answer Questions</p> <p><b>Genre Characteristics:</b> <u>Fiction</u> - Characters, Story Elements  <u>Poetry</u> - Theme, Elements of Poetry, Text &amp; Graphic Features</p>	<p><b>Prewriting:</b> Use multiple strategies to plan writing Brainstorm topics for a lyric poem</p> <p><b>Drafting:</b> Draft poetry with rhyme &amp; other poetic techniques</p> <p><b>Revising:</b> Review for &amp; add descriptive verbs Use resource tools (dictionary &amp; thesaurus) Improve word choice</p> <p><b>Editing:</b> Identify &amp; correct errors in mechanics</p> <p><b>Publishing:</b> Create a title Create a final multimedia version Share with an audience</p>	<p><b>Parts of Speech (Verbs):</b> Perfect Tenses Past Perfect Tenses <i>Had</i> Perfect Tenses <i>Will Have</i> Easily Confused Verbs Choosing the Right Word</p> <p><b>Parts of Speech (Adjectives &amp; Adverbs):</b> Comparative &amp; Superlative Adjectives Comparing with <i>Good or Bad</i> Comparing Adverbs</p> <p><b>Review:</b> Verbs <i>Be &amp; Have</i>; Spelling Mechanics (Titles)</p>
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**Core Texts**

- Liberty Enlightening the World* - HMH
- Moving to a New Country: A Survival Guide* - HMH
- A Movie in My Pillow* - Jorge Argueta
- From Scratch* - Susie Castellano
- Elisa's Diary* - Doris Luisa Oronoz
- Inside Out and Back Again* - Thanhha Lai
- Love the Dog* - Sharon Creech

**Module 9**

Reading	Writing: <i>Narrative - Imaginative Story</i>	Grammar
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<p><b>Communication:</b>  Listening Comprehension  Speaking and Listening: Engaging in Discussion, Oral Instructions  Make Connections  Research &amp; Media Literacy: Interpret/Analyze Media</p> <p><b>Vocabulary Development:</b>  Content/Academic Vocabulary  Strategy: Multiple Meaning Words, Homophones &amp; Homographs  Generative Vocabulary: Latin Roots <i>fac, fec, fy</i>, Review Suffixes -y, -ion, -ic, -ous, -less, -ious, -ant, -ment</p> <p><b>Comprehension Strategies:</b>  Author's Purpose  Make &amp; Confirm Predictions  Make Inferences  Author's Craft  Point of View</p> <p><b>Genre Characteristics:</b>  <u>Fiction</u> - Characters, Figurative Language, Literary Elements   <u>Informational Text</u> - Media Techniques, Ideas &amp; Support, Text &amp; Graphic Features</p>	<p><b>Prewriting:</b>  Freewrite to create a story</p> <p><b>Drafting:</b>  Develop plot structure  Develop an interesting setting  Connect setting to mood  Include sensory details  Develop strong &amp; unique characters</p> <p><b>Revising:</b>  Include dialogue for a purpose  Take note of other stories &amp; incorporate techniques into own  Include specific details &amp; images</p> <p><b>Editing:</b>  Identify &amp; correct errors in mechanics: Dialogue punctuation  Identify &amp; correct errors in conventions of grammar:  Complete sentences; Subject-verb agreement</p> <p><b>Publishing:</b>  Enhance story with images, colors &amp; fonts  Create a title  Share with an audience</p>	<p><b>Parts of Speech (Verbs/Pronouns):</b>  Contractions with <i>Not</i>  Contractions with Pronouns  Pronoun Contractions &amp; Homophones</p> <p><b>Parts of Speech (Nouns):</b>  Singular Possessive Nouns  Plural Possessive Nouns  Using Possessive Nouns</p> <p><b>Conventions (Punctuation):</b>  Introductory Words with Commas  Commas with Names  Using Commas in Sentences</p> <p><b>Review:</b>  Perfect Tenses  Easily Confused Verbs</p>
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**Core Texts**

- Searching for Atlantis* - HMH
- Why People Love Mysteries* - HMH
- Mr. Linden's Library* - Walter Dean Myers
- The Loch Ness Monster* - Documentary Video
- Finding Bigfoot: Everything You Need to Know* - Martha Brockenbrough
- The Secret Keepers* - Trenton Lee Stewart
- The Egypt Game* Zilpha - Keatley Snyder

Reading	Writing: <i>Opinion - Letter to the Editor</i>	Grammar
<p><b>Communication:</b>  Listening Comprehension  Speaking and Listening:  Research &amp; Media Literacy: Plan &amp; Gather Information,  Create Multimedia Presentations  Make Connections</p> <p><b>Vocabulary Development:</b>  Content/Academic Vocabulary  Strategy: Antonyms &amp; Synonyms, Multiple Meaning Words  Generative Vocabulary: Review Prefixes, Latin Root <i>bene</i>, Review Greek &amp; Latin Roots</p> <p><b>Comprehension Strategies:</b>  Author's Craft  Synthesize  Text Structure  Monitor &amp; Clarify  Visualize</p> <p><b>Genre Characteristics:</b>  <u>Informational Text</u> - Theme (Narrative Nonfiction), Media Techniques, Central Idea, Text &amp; Graphic Features   <u>Poetry</u> - Theme, Text &amp; Graphic Features</p>	<p><b>Prewriting:</b>  Interpret writing prompt  Generate &amp; select topics for writing  Gather relevant information  Develop a plan</p> <p><b>Drafting:</b>  Evaluate a model letter  Synthesize &amp; organize information  Determine an organizational structure  Develop an introduction &amp; conclusion</p> <p><b>Revising:</b>  Add details to make paragraphs more effective  Strengthen arguments  Incorporate effective transitions</p> <p><b>Editing:</b>  Identify &amp; correct errors in conventions of grammar</p> <p><b>Publishing:</b>  Create a title  Incorporate technology  Mail or post the letter</p>	<p><b>Punctuation (Commas):</b>  Appositives  Other Uses for Commas  Commas in Sentences</p> <p><b>Conventions (Punctuation):</b>  Colons  Parenthesis  Using Punctuation</p> <p><b>Conventions (Spelling):</b>  (Commonly Misspelled Words) -  Homophones  Words with Endings  Words with Suffixes</p> <p><b>Review:</b>  Comparisons</p>
<b>Core Texts</b>		
<p><i>Prairie Dogs: Talk of the Town</i> - Cynthia Mills</p> <p><i>Why We Watch Animals</i> - HMH</p> <p><i>Willie B.: A Story of Hope</i> - Nancy Roe Pimm</p> <p><i>Dolphin Parenting</i> - Science Video</p> <p><i>Can We Be Friends?</i> - Ellen R. Braaf</p> <p><i>Winter Bees and Other Poems of the Cold</i> - Joyce Sidman</p> <p><i>The One and Only Ivan</i> - Katherine Applegate</p>		

