

ENGLISH LANGUAGE ARTS - GRADE 5

Curricular Document

<u>Priority Standards Map</u>	1
<hr/>	
<u>Course Information</u>	3
<hr/>	
<u>Desired Results</u>	3
<ul style="list-style-type: none">• Overarching Enduring Understandings• Overarching Essential Questions• <u>K-12 Priority Standards by Unit</u>	
<hr/>	
<u>ELA Unit 1: Journeys</u>	7
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	
<hr/>	
<u>ELA Unit 2: Science Patterns</u>	12
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	
<hr/>	
<u>ELA Unit 3: Reflections</u>	17
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	
<hr/>	
<u>ELA Unit 4: Liberty</u>	22
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	
<hr/>	
<u>ELA Unit 5: Systems</u>	25
<ul style="list-style-type: none">• Desired Results• Assessment Evidence	
<hr/>	

ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
ELA PRIORITY STANDARDS MAP					

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

Course Information - K-12 ELA

5th Grade ELA

CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	1 year
GRADE LEVEL	DATE LAST REVIEWED
5th	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	4/11/2023
PRIMARY RESOURCE <i>if applicable</i>	
Savvas myView Literacy	

Desired Results

COURSE DESCRIPTION AND PURPOSE	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS... READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate	How do journeys change us? How do we learn through our observations?

individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (*possibly opposing*) arguments.

How do the experiences of others reflect our own?

What does it mean to be free?

How do elements of systems change?

ELA Priority Standards by Unit

Grade Level Priority Standards	WI Essential Elements for ELA - Fifth Grade <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	ELA.EE.RF.5.3 Use letter-sound knowledge to read words.					
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.	a. Read common sight words and decode single syllable words.	X	X	X	X	X
Read with sufficient accuracy and fluency to support comprehension. (RF4)	ELA.EE.RF.5.4 Read words in text.					

a. Read grade-level text with purpose and understanding.	a. Read text comprised of familiar words with accuracy and understanding.	x	x	x	x	x
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	NA	x	x	x	x	x
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition when reading.	x	x	x	x	x
Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI1&RL1) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI1)	ELA.EE.RI.5.1 Identify words in the text to answer a question about explicit information.	x	x	x	x	x
Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI9&RL9)	ELA.EE.RI.5.9 Compare and contrast details gained from two texts on the same topic.	x	x	x		x
Write text in a variety of modes: (W2)						
a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.	ELA.EE.W.5.1 Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.	x		x	x	x
b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.	ELA.EE.W.5.2 Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic.		x			
c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	ELA.EE.W.5.3 Write about events or personal experiences. a. Write about an experience or event including three or more events in sequence.	x			x	x
Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to	ELA.EE.W.5.5 With guidance and support from adults and peers, plan	x	x	x	x	x

questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. (W5)	before writing and revise own writing.					
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.(SL1)	ELA.EE.SL.5.1 Engage in collaborative discussions.					
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.	a. Come to discussion prepared to share information.	x	x	x	x	x
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	b. Carry out assigned role in a discussion.	x	x	x	x	x
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	c. Ask questions related to information in a discussion.	x	x	x	x	x
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.	d. Make comments that contribute to the discussion and link to the remarks of others.	x	x	x	x	x
Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. (SL4)	ELA.EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.	x	x	x	x	x
Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. (L4)	ELA.EE.L.5.4 Demonstrate knowledge of word meanings.	x	x	x	x	x
a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	x	x	x	x	
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: (L6)	NA					
a. Commas (introductory elements, and elements that need to be set off like a question or	NA	x	x	x		x

direct address).						
b. Italics, underlining, quotes with titles.	NA			x		x
c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.	NA	x	x	x	x	x

ELA Unit 1: Journeys

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do journeys change us?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

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

READING

PRIORITY Standards

R1: I can explain what the text actually says by referring to details and

Learning Targets

RF3:

I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- I can understand the books I read.
- I can read out loud and say the words correctly.
- I can read with the same speed I talk.
- I can read with expression.
- I can figure out when I have read something incorrectly and can go back and fix it.
- I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Suffixes *-c, -ism, -ive*:

Greek Roots *chron, meter, photo, bio, geo, logy*:

Vowel Teams

Suffixes *-able, -ible*:

VCe Syllables

Learning Targets

R1:

- I can choose a quote to explain what the text actually says.

<p>examples (RI & RL)</p> <p>R9: Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI & RL)</p> <p>SUPPORTING Standards</p> <p>R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p> <p>R6: In literary text, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p> <p>R7: Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)</p> <p>R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)</p>	<ul style="list-style-type: none"> ● I can choose and explain a quote that supports an inference I make about the text. <p>R9:</p> <ul style="list-style-type: none"> ● I can make text to text, text to self, and text to world connections. ● I can make judgments on the quality of a text using knowledge of literary forms, elements, and devices. <p>Vocabulary: citizens, immigration, opportunity, processing, admitted, astrobiologists, microbes, colony, sensors, radiation, rovers, tide, course, leagues, fathoms, jaunts, peering, via, traversed, girth, intersecting, inspire, express, exhibit, imitated, compositions</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</p> <p>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can write a structured opinion piece that supports a point of view (<i>state opinion, logically organize ideas to support facts, details, and the writer's purpose</i>).</p> <p>c. I can convey real or imagined events through a narrative or short story structure to engage the reader in a real or imagined situation (introduce narrator/characters, organize event sequence that naturally occurs)</p> <p>c. I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are intentionally selected for task, purpose, and audience ● I can respond to questions and suggestions from peers, and add details to strengthen my writing as needed by planning, revising and editing

<p>SUPPORTING Standards</p> <p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</p> <p>b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</p> <p>c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. 36 Wisconsin Standards for English Language Arts</p> <p>W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W6: With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).</p> <p>W7: Conduct short student driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry</p>	
<p>SPEAKING & LISTENING Skills</p> <p>PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose and respond to specific questions by making comments that</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation and be responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.</p> <p>d. I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.</p>

<p>contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards SL5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>	<p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on <i>a topic or text or present an opinion</i>, sequencing ideas logically and using facts and relevant descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Commas (introductory elements, and elements that need to be set off like a question or direct address). c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>SUPPORTING Standards L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to the topic we are learning about. ● I can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.4a) <p>L6: a.. I appropriately use and explain the intended purpose of commas (introductory elements, and elements that need to be set off like a question or direct address). c. I spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Simple Sentences</i> ● <i>Independent and Dependent Clauses</i> ● <i>Compound and Complex Sentences (include use of commas)</i> ● <i>Common, Proper, and Collective nouns</i> ● <i>Regular and Irregular Plural Nouns</i>

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).
- Interpret similes and metaphors in context.
- Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will conduct a short research project that uses several sources to build knowledge through investigation of different aspects of a topic by researching and writing a travel guide and sharing that guide orally with peers.

→ [4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 2: Science Patterns

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do we learn through our observations?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
 b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

I can use a variety of strategies to read increasingly complex unknown words.

RF4:

a. I can understand the books I read.
 b. I can read out loud and say the words correctly.
 b. I can read with the same speed I talk.
 b. I can read with expression.
 c. I can figure out when I have read something incorrectly and can go back and fix it.
 c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Open and Closed Syllables V/CV & VC/V
 Final Stable Syllables (-le, -tion, -sion)
 r-Controlled Vowels
 Prefixes *il-, in-, im- -ir*
 Base Words and Endings

READING

PRIORITY Standards

R1: I can explain what the text actually says by referring to details and examples (RI & RL)

Learning Targets

R1:

- I can choose a quote to explain what the text actually says.
- I can choose and explain a quote that supports an inference I make

<p>R9: Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI & RL)</p> <p>SUPPORTING Standards</p> <p>R3: Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p> <p>R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p> <p>R5: Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p> <p>R7: Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)</p> <p>R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)</p>	<p>about the text.</p> <p>R9:</p> <ul style="list-style-type: none"> • I can make text to text, text to self, and text to world connections. • I can make judgments on the quality of a text using knowledge of literary forms, elements, and devices. <p>Vocabulary: marine, ecosystem, flying bridge, chlorophyll, nautical, comeback, native, migrating, restore, fungus, gingerly, ignite, sputtered, painstaking, gratified, transmitter, iconic, nocturnal, burrows, fragmented, sanctuaries, diminished, thrive, unfettered, cooperate</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes: b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.</p> <p>W5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p>	<p>Learning Targets</p> <p>W2: b. I can write a structured informational piece about a topic using content specific vocabulary (<i>organized logically, formatting, multimedia.</i>) b. I can write a structured informational piece about a topic, linking ideas within and across a variety of sources (articles, reports, biographies, interviews, etc).</p> <p>W5:</p> <ul style="list-style-type: none"> • I can produce clear and coherent writing in which the development and organization are intentionally selected for task, purpose, and audience • I can respond to questions and suggestions from peers, and add details to strengthen my writing as needed by planning, revising and editing

W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W3: Create writing that utilizes:

- a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
- b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
- c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. 36 Wisconsin Standards for English Language Arts

W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W6: With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).

W7: Conduct short student driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.

W8: 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.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

SPEAKING & LISTENING Skills
PRIORITY Standards

- SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
 - b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information

Learning Targets

SL1:

- a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.
- b. I can be a respectful participant in conversation and be responsible for contributing to my group.
- c. I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.
- d. I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.

<p>and knowledge gained from the discussion.</p> <p>SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards</p> <p>SL2: Summarize a written text read aloud or information presented in diverse media and formats.</p> <p>SL5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>	<p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on <i>a topic or text or present an opinion</i>, sequencing ideas logically and using facts and relevant descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills</p> <p>PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas (introductory elements, and elements that need to be set off like a question or direct address).</p> <p>c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>SUPPORTING Standards</p> <p>L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to the topic we are learning about. ● I can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.4a) <p>L6:</p> <p>a. I appropriately use and explain the intended purpose of commas (introductory elements, and elements that need to be set off like a question or direct address).</p> <p>c. I spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Subject-Verb Agreement (Include shifts in tense)</i> ● <i>Principal Parts of Regular Verbs (present, present participle, past, past participle)</i> ● <i>Principal Parts of Irregular Verbs</i> ● <i>Perfect Verb Tenses</i> ● <i>Active Voice</i>

to the meaning of a word (e.g., telegraph, photograph, autograph).

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
b. Verb tenses.

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will address the theme of Observations by collaboratively researching and writing a survival guide for visitors to a natural area, such as a national park or wilderness area.

→ [4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
- *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 3: Reflections

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do the experiences of others reflect our own?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
 b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

I can use a variety of strategies to read increasingly complex unknown words.

RF4:

a. I can understand the books I read.
 b. I can read out loud and say the words correctly.
 b. I can read with the same speed I talk.
 b. I can read with expression.
 c. I can figure out when I have read something incorrectly and can go back and fix it.
 c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Latin Roots *port, dict, ject, terr*
 Suffixes *-ize, -ance, -ence, -ist*
 Unusual Spellings
 Suffixes *-ous, -eous, -ious*
 Syllable Patterns

READING

PRIORITY Standards

R1: I can explain what the text actually says by referring to details and examples (RI & RL)

Learning Targets

R1:

- I can choose a quote to explain what the text actually says.
- I can choose and explain a quote that supports an inference I make about the text.

<p>R9: Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI & RL)</p> <p>SUPPORTING Standards</p> <p>R2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p> <p>R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p> <p>R5: Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p> <p>R6: In literary text, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p>	<p>R9:</p> <ul style="list-style-type: none"> ● I can make text to text, text to self, and text to world connections. ● I can make judgments on the quality of a text using knowledge of literary forms, elements, and devices. <p>Vocabulary: enthusiasm, shattered, reassuring, encompass, inseparable, tolerate, loamy, wriggled, quarters, tingled, quell, tactics, persevere, conscientious, supportive, vivid, retired, trembles, crinkled, melodic, radically, embodies, indivisible, revolutionary, ironic</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer’s purpose.</p> <p>W5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</p> <p>b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</p> <p>c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can write a structured opinion piece that supports a point of view (<i>state opinion, logically organize ideas to support facts, details, and the writer’s purpose</i>).</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are intentionally selected for task, purpose, and audience ● I can respond to questions and suggestions from peers, and add details to strengthen my writing as needed by planning, revising and editing

<p>W7: Conduct short student driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards</p> <p>SL5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation and be responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.</p> <p>d. I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on <i>a topic or text or present an opinion</i>, sequencing ideas logically and using facts and relevant descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to the topic we are learning about. ● I can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.4a)

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Commas (introductory elements, and elements that need to be set off like a question or direct address).
- Italics, underlining, quotes with titles.
- Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

SUPPORTING Standards

L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).
- Interpret similes and metaphors in context.
- Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L6:

- I appropriately use and explain the intended purpose of commas (introductory elements, and elements that need to be set off like a question or direct address).
- I appropriately determine and explain when to use italics, underlining, and quotes when incorporating titles.
- I spell grade-level words correctly using reference materials to solve words and edit written work as needed.

Specific Grammar & Usage Content:

- *Prepositions and Prepositional Phrases*
- *Pronouns and Antecedents*
- *Possessive Pronouns*
- *Indefinite and Reflexive Pronouns*
- *Adverbs*

Assessment Evidence

Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Students will address the theme Reflections, by collaboratively researching and writing a speech about a person or hero who has had an impact on their lives.

→ [4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

→ *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*

→ *Assessment of Unit Skills - Examples for Targeted Data Collection*

- ◆ *Assess unit spelling (Word study)*
- ◆ *Assess unit vocabulary terms*
- ◆ [Reading Strategy Assessment Checklist](#)
- ◆ [Writing Strategy Assessment Checklist](#)
- ◆ *Assess unit grammar and usage content*

→ *Fluency assessment results*

→ *Extensions may include:*

- ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
- ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 4: Liberty

DESIRED RESULTS

Essential Questions

Students will keep considering...

What does it mean to be free?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

a. I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Word Parts *pro-*, *com-*, *con-*

Word Parts *anti-*, *mid-*, *trans-*

Word Parts *sub-*, *super-*

Word Origins

Latin Roots *audi*, *rupt*, *scrib*, *spec*

READING

PRIORITY Standards

R1: I can explain what the text actually says by referring to details and examples (RI & RL)

Learning Targets

R1:

- I can choose a quote to explain what the text actually says.

<p>SUPPORTING Standards</p> <p>R2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p> <p>R3: Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)</p> <p>R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p> <p>R5: Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p> <p>R6: In literary text, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p>	<ul style="list-style-type: none"> ● I can choose and explain a quote that supports an inference I make about the text. <p>Vocabulary: limitation, grace, noble, empower, resist, endure, ponder, commotion, commenced, strapping, resembled, suspicious, relaying, stalking, solemnly, convention, delegates, ratification, petition, violations, demonstrators, mistreated, qualified, segregation, sympathize, provisions, terrain, settlement, bandits, oblige</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer’s purpose.</p> <p>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can write a structured opinion piece that supports a point of view (<i>state opinion, logically organize ideas to support facts, details, and the writer’s purpose</i>).</p> <p>c. I can convey real or imagined events through a narrative or short story structure to engage the reader in a real or imagined situation (introduce narrator/characters, organize event sequence that naturally occurs)</p> <p>c. I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are intentionally selected for task, purpose, and audience ● I can respond to questions and suggestions from peers, and add details to strengthen my writing as needed by planning, revising and editing

<p>W3: Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</p> <p>b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</p> <p>c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. 36 Wisconsin Standards for English Language Arts</p> <p>W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W6: With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).</p> <p>W7: Conduct short student driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation and be responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.</p> <p>d. I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> • I can speak clearly at an understandable pace to report on <i>a topic or text or present an opinion</i>, sequencing ideas logically and using facts and relevant descriptive details to support main ideas or themes.

<p>SUPPORTING Standards SL2: Summarize a written text read aloud or information presented in diverse media and formats.</p> <p>SL5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>SUPPORTING Standards</p> <p>L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p> <p>b. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).</p> <p>c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L3: Demonstrate understanding of figurative language, word relationships,</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). I can use vocabulary that is appropriate to the topic we are learning about. I can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.4a) <p>L6:</p> <p>c. I can spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> <i>Adjectives</i> <i>Comparative & Superlative Adjectives</i> <i>Coordinating and Subordinating Conjunctions</i> <i>Correlative Conjunctions</i> <i>Capitalization (abbreviations, initials, organizations, and acronyms)</i>

- and nuances in word meanings.
- a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).
 - b. Interpret similes and metaphors in context.
 - c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
 - d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Assessment Evidence

Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Students will conduct a survey about what freedom means to others and develop a project such as a speech or a poster that demonstrates their understanding of what it means to be free.

→ [4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)*
 - ◆ *Assess unit vocabulary terms*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content*
- *Fluency assessment results*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*

ELA Unit 5: Systems

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do elements of systems change?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

PRIORITY Standards

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Consonant Changes
Syllable Patterns
Multisyllabic Words
Schwa
Vowel Changes

READING

PRIORITY Standards

R1: I can explain what the text actually says by referring to details and

Learning Targets

R1:

- I can choose a quote to explain what the text actually says.

<p>examples (RI & RL)</p> <p>R9: Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI & RL)</p> <p>SUPPORTING Standards</p> <p>R3: Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p> <p>R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p> <p>R6: In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p> <p>R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)</p>	<ul style="list-style-type: none"> ● I can choose and explain a quote that supports an inference I make about the text. <p>R9:</p> <ul style="list-style-type: none"> ● I can make text to text, text to self, and text to world connections. ● I can make judgments on the quality of a text using knowledge of literary forms, elements, and devices. <p>Vocabulary: minerals, particles, deposits, erosion, principles, abundant, substance, condenses altitude, trickles, comrade, custom, coaxed, revived, heed, edible, compost, conscious, manufacturer, contamination, geological, habitat, debris, advocates, valve</p>
<p>WRITING Skills PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</p> <p>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5: Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can write a structured opinion piece that supports a point of view (<i>state opinion, logically organize ideas to support facts, details, and the writer's purpose</i>).</p> <p>c. I can convey real or imagined events through a narrative or short story structure to engage the reader in a real or imagined situation (introduce narrator/characters, organize event sequence that naturally occurs)</p> <p>c. I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are intentionally selected for task, purpose, and audience ● I can respond to questions and suggestions from peers, and add details to strengthen my writing as needed by planning, revising and editing

<p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes: c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. 36 Wisconsin Standards for English Language Arts</p> <p>W6: With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).</p> <p>W7: Conduct short student driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> <p>SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards SL2: Summarize a written text read aloud or information presented in diverse</p>	<p>Learning Targets</p> <p>SL1:</p> <ol style="list-style-type: none"> I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. I can be a respectful participant in conversation and be responsible for contributing to my group. I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. <p>SL4:</p> <ul style="list-style-type: none"> I can speak clearly at an understandable pace to report on <i>a topic or text or present an opinion</i>, sequencing ideas logically and using facts and relevant descriptive details to support main ideas or themes. I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.

<p>media and formats.</p> <p>SL5: Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.</p>	
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Commas (introductory elements, and elements that need to be set off like a question or direct address). b. Italics, underlining, quotes with titles. c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>SUPPORTING Standards</p> <p>L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean). b. Interpret similes and metaphors in context. c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word). d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to the topic we are learning about. <p>L6:</p> <p>a. I appropriately use and explain the intended purpose of commas (introductory elements, and elements that need to be set off like a question or direct address). b. I appropriately determine and explain when to use italics, underlining, and quotes when incorporating titles. c. I spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● <i>Commas and Semicolons in a Series</i> ● <i>Commas and Introductory Elements</i> ● <i>Title Punctuation</i> ● <i>Quotation Marks with Dialogue</i> ● <i>Interjections</i>
<p>Assessment Evidence <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i></p>	

Performance Task Description:

Students will address the theme of Systems by collaboratively researching and writing a script for a public service announcement (PSA). Students will research ways people can help the environment and create positive changes in one of Earth's systems.

→ [4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

→ *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*

→ *Assessment of Unit Skills - Examples for Targeted Data Collection*

◆ *Assess unit spelling (Word study)*

◆ *Assess unit vocabulary terms*

◆ [Reading Strategy Assessment Checklist](#)

◆ [Writing Strategy Assessment Checklist](#)

◆ *Assess unit grammar and usage content*

→ *Fluency assessment results*

→ *Extensions may include:*

◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*

◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*