

5<sup>th</sup> Grade English Language Arts Curriculum Year-At-A-Glance – Writing

Unit 1: Launching Writers' Workshop	Unit 2: Narrative Writing	Unit 3: Informative/Explanatory	Unit 4: Opinion Writing	Unit 5: Poetry
<p><b>Essential Standard(s):</b> 5_W_1 The student will understand and apply the structure of the workshop model.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>5_W_1_A Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</li> <li>5_W_1_B Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)</li> <li>5_W_1_C Understand and demonstrate the procedures and routines during Writer's Workshop (K, S)</li> <li>5_W_1_D Use a writer's notebook (i.e. folder, binder, composition notebook) (S)</li> <li>5_W_1_F Identify the ways that writers get their ideas (K)</li> <li>5_W_1_G Identify the resources that writers use (K)</li> <li>5_W_1_H Communicate about writing in a variety of ways (S)</li> <li>5_W_1_I Recognize steps in the writing process (K)</li> <li>5_W_1_J Select appropriate personal goals as a writer to monitor progress (K)</li> <li>5_W_1_K Write routinely over extended time frames and shorter time frames (P) (W.5.10)</li> </ul>	<p><b>Essential Standard(s):</b> 5_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 5_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>5_W_2_A Follow a writing process to develop a piece of writing through planning, drafting, strengthening writing through revising and editing, and produce and publish a piece of writing (P) (W.5.5)</li> <li>5_W_2_E Write narratives that develop real or imagined experiences or events using descriptive details and clear event sequence (P) (W.5.3)</li> <li>5_W_2_F Write narratives that orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (P) (W.5.3a)</li> <li>5_W_2_G Write narratives that demonstrate techniques such as dialogue, description, and pacing to develop experiences and events to show the responses of characters to situations (S) (W.5.3b)</li> <li>5_W_2_H Write narratives that choose a variety of transitional words, phrases, and clauses to manage the sequence of events (K) (W.5.3c)</li> <li>5_W_2_I Write narratives and choose specific words, phrases and sensory details to convey experiences and events precisely (K) (W.5.3c)</li> <li>5_W_2_J Write a conclusion that follows the narrated experiences or events (P) (W.5.3e)</li> <li>5_W_3_A Describe a conjunction and explain its function in a sentence (R) (L.5.1a)</li> <li>5_W_3_I Identify the perfect tense (past perfect, present perfect, and future perfect tense) and use correctly (K) (L.5.1b)</li> <li>5_W_3_K Compose sentences by expanding, combining, and reducing for meaning reader/listener interest and style (S) (L.5.3a)</li> <li>5_W_3_H Identify correct spelling in grade appropriate words correctly, consulting references as needed (K) (L.5.2e)</li> </ul>	<p><b>Essential Standard(s):</b> 5_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 5_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>5_W_2_B With guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</li> <li>5_W_2_K Write informational &amp; explanatory texts that introduce a topic clearly, and group related information logically (P) (W.5.2a)</li> <li>5_W_2_L Select formatting text features (e.g. headings, captions and illustrations), when useful to aiding comprehension when writing informational texts (K) (W.5.2a)</li> <li>5_W_2_M Support the topic with facts, definitions, specific details, quotations, or other information and examples related to the topic (R) (W.5.2b)</li> <li>5_W_2_N Choose words to link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, especially) (K) (W.5.2c)</li> <li>5_W_2_O Explain with precise language and specific vocabulary to inform about the topic (K) (W.5.2d)</li> <li>5_W_2_P Write a concluding statement or paragraph related to the information or explanation presented (P) (W.5.2e)</li> <li>5_W_2_U Collect evidence from literary or informational text to support analysis, reflection, and research (S) (W.5.9)</li> <li>5_W_3_G Identify the titles of works and choose the correct formatting styles (K) (L.5.2d)</li> <li>5_W_3_E Identify the placement of a comma to separate an introductory word or phrase from the rest of the sentence (K) (L.5.2b)</li> <li>5_W_3_H Identify correct spelling in grade appropriate words correctly, consulting references as needed (K) (L.5.2e)</li> </ul>	<p><b>Essential Standard(s):</b> 5_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 5_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 5_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>5_W_2_B With guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</li> <li>5_W_2_Q Write opinion pieces that develop a topic or text clearly and state an opinion (R) (W.5.1a)</li> <li>5_W_2_R Write an opinion piece with logically ordered facts and details (P) (W.5.1a,b)</li> <li>5_W_2_S Choose words to link opinions and reasons using words and phrases and clauses (K) (W.5.1c)</li> <li>5_W_2_T Write a concluding statement or paragraph related to the opinion presented (K) (W.5.1d)</li> <li>5_W_3_F Identify when to use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address (K) (L.5.2c)</li> <li>5_W_3_J Identify common correlative conjunctions and use correctly (K) (L.5.1e)</li> <li>5_SL_1_C Present ideas on an opinion or topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (P) (SL.5.4)</li> <li>5_SL_1_G Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation (P) (SL.5.6)</li> </ul>	<p><b>Essential Standard(s):</b> 5_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 5_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>5_W_2_B With guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</li> <li>5_W_2_V Identify elements of poetry</li> <li>5_W_2_W Develop a poem using appropriate elements of poetry and organization based on type</li> </ul>

## 5<sup>th</sup> Grade English Language Arts Curriculum Year-At-A-Glance – Reading

Unit: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Asking Questions	Unit 4: Using and Creating Schema
<p><b>Essential Standard(s):</b>                      5_R_1 The student will understand and apply the structure of the workshop model.                      5_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_1_A Explain and demonstrate the work of a reader (K, S)</li> <li>• 5_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</li> <li>• 5_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R)</li> <li>• 5_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (R)</li> <li>• 5_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K, S)</li> <li>• 5_R_1_F Communicate about reading in a variety of ways (S)</li> <li>• 5_R_1_G Select appropriate personal goals as a reader to monitor progress (K)</li> <li>• 5_SL_1_A Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 5 texts, building on others' ideas and expressing their own clearly. (S) (SL.5.1)</li> <li>• 5_SL_1_B Identify and follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (P) (SL.5.1b)</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_2_B Describe the meaning of a word or phrase using context clues (L.5.4a)</li> <li>• 5_R_2_C Identify the meaning of a word using common grade appropriate Greek and Latin affixes and roots (L.5.4b)</li> <li>• 5_R_2_D Identify the pronunciation and choose the precise meaning of key words and phrases using both print and digital reference materials (i.e. dictionaries, glossaries, thesauruses) (L.5.4c)</li> <li>• 5_R_2_H Recognize the relationship between particular words (i.e. synonyms, antonyms, homographs) to better understand each of the words (K) (L.5.5c)</li> <li>• 5_R_3_I Recognize when comprehension breaks down and apply strategies to determine the meaning of the literary text.</li> <li>• 5_R_4_I Recognize when comprehension breaks down and apply strategies to determine the meaning of an informational text.</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.                      5_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_3_H Ask questions to deepen understanding in literature (S)</li> <li>• 5_R_4_H Ask questions to deepen understanding in informational text (S)</li> <li>• 5_R_3_A Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (R) (RL.5.3)</li> <li>• 5_R_4_A Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (R) (RI.5.3)</li> <li>• 5_R_4_D Compare and contrast: the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts (R) (RI.5.5)</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_2_H Recognize the relationship between particular words (i.e. synonyms, antonyms, homographs) to better understand each of the words (K) (L.5.5c)</li> <li>• 5_R_3_K Recognize how schema changes while reading a literary text.</li> <li>• 5_R_4_J Recognize how schema changes while reading an informational text.</li> <li>• 5_R_3_L Create connections and explain how they deepen the understanding of the text.</li> </ul>
Unit 5: Determining Importance	Unit 6: Inferring	Unit 7: Synthesizing	Unit 8: Sensory Images
<p><b>Essential Standard(s):</b>                      5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.                      5_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.                      5_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_3_D Determine a theme of a story, drama or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (K) (RL.5.2)</li> <li>• 5_R_4_B Recognize two or more main ideas of a text and explain how they are supported by key details, summarize the text (K) (RI.5.2)</li> <li>• 5_R_4_E Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (R) (RI.5.6)</li> <li>• 5_R_4_F Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points (K) (RI.5.8)</li> <li>• 5_SL_1_F Summarize the information gathered to determine the main ideas and supporting details of a presentation (R) (SL.5.2)</li> <li>• 5_SL_1_D Use visual displays, audio recordings, video, or graphics when appropriate to enhance the development of main ideas or themes. (S) (SL.5.5)</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.                      5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.                      5_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.                      5_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_2_F Analyze figurative language, including similes and metaphors (R) (L.5.5a)</li> <li>• 5_R_2_G Infer the meaning of common idioms, adages, and proverbs (R) (L.5.5b)</li> <li>• 5_R_2_I Recognize and use words and phrases that signal contrast, addition, and other logical relationships (i.e. however, although, nevertheless, similarly, moreover, in addition) (K) (L.5.6)</li> <li>• 5_R_3_B Compare and contrast stories in the same genre on their approaches to similar themes and topics (R) (RL.5.9)</li> <li>• 5_R_3_C Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from literary text. (S)(RL.5.1)</li> <li>• 5_R_4_C Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from informational text (S) (RI.5.1)</li> <li>• 5_R_3_E Describe how a narrator's or speaker's point of view influences how events are described (K) (RL.5.6)</li> <li>• 5_SL_1_E Explain ideas and draw conclusions from a discussion (P) (SL.5.1d)</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.                      5_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_3_F Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem (K) (RL.5.5)</li> <li>• 5_R_4_G Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (S) (RI.5.9)</li> </ul>	<p><b>Essential Standard(s):</b>                      5_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.                      5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• 5_R_2_F Analyze figurative language, including similes and metaphors (R) (L.5.5a)</li> <li>• 5_R_3_G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poems) (R)(RL.5.7)</li> <li>• 5_R_3_J Describe sensory images created while reading.</li> </ul>