

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Grade 5	
Unit 1:	Finding A Way	Duration	6 weeks
Unit 2:	Common Goals	Duration	7 weeks
Unit 3:	Go With The Flow	Duration	7 weeks
Unit 4:	Dare To Be Great	Duration	6 weeks
Unit 5:	Making A Difference	Duration	5 weeks
Unit 6:	Feats Of Daring	Duration	6 weeks
Other	**Standards Checklist		
Date Created or Revised:		July 2012	
BOE Approval Date:		8/28/12	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Finding A Way			Unit #: Theme 1	
Course or Grade Level: LAL – Grade 5		Length of Time: 6 weeks		
Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	9-10	Benchmark testing/ Running Records		
	9-17 / Lesson 1	Plot: Conflict & Resolution	Realistic Fiction	Introduce Summarizing
	9-24 / Lesson 2	Plot: Conflict & Resolution	Autobiography	
	10-1 / Lesson 3	Character’s Motives	Historical Fiction	
	10-9 / Lesson 4	Character’s Motives	Biography	
	10-15 Lesson 5 Theme test	Plot: Conflict & Resolution Character’s Motives	Readers’ Theater	
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers identify conflict and resolution? How and why do good readers determine a character’s motives? How and why do good readers use the plot to summarize text? What are the components of a complete sentence? What are the various types of sentences? How do good readers use context to generate meaning?</p>			
Reading Content	<p><u>Comprehension</u> Plot: Conflict and Resolution Character’s Motives Summarize Text Readers’ Theater</p> <p><u>Spelling/Phonics</u> Words with Closed Syllables: Short Vowel Patterns Words with Long Vowels and Vowel Digraphs Words with Variant Vowels Words with –ed and –ing endings</p> <p><u>Grammar</u> Complete, Declarative and Interrogative Sentences Imperative and Exclamatory Sentences; Interjections Subjects and Predicates</p>			
Reading Skills	<p><u>Comprehension</u> Recognize plot events, conflict, resolution in a story Understand how conflicts are resolved in a story Recognize that author’s reveal a character’s motives through traits, thoughts, words, and actions Make inferences regarding a character’s motives in a text</p>			

	<p>Compare and contrast two or more characters using specific details from the text</p> <p>Discuss how characters respond to challenges</p> <p>Summarize Text</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u></p> <p>Correctly spell words with closed syllables, short and long vowel digraphs, variant vowels, and –ed and –ing endings</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><u>Grammar</u></p> <p>Identify sentence parts</p> <p>Use subjects and predicates correctly in writing</p> <p>Identify, form, and use complete declarative, interrogative, imperative, exclamatory sentences, interjections</p>
Writing Content	Launching the Writing Workshop and Memoir
Writing Skills	<p>Student will:</p> <ul style="list-style-type: none"> • understand and follow writing workshop routines and norms • understand the role of the Writer’s Notebook & use it effectively • select a topic by rereading their notebook • write about significant topics and big ideas by writing focused stories to illustrate them • dive deep into their topics • study published texts to get ideas for ways to structure their own texts • confer with themselves by asking themselves questions • craft stories that include internal journeys • spotlight significant details • write about ideas • revise by rereading their writing intently, in order to learn from it how we need to revise • use metaphors for meanings • edit to match sound to meaning • an author's celebration:
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples, Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown, Picture Books (i.e. <u>The Lorax</u>, <u>The Ugly Duckling</u>, <u>Rumplestiltskin</u>, <u>Chrysanthemum</u>, <u>Amazing Grace</u>, <u>Ruby the Copycat</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text (Biography); Book Project • <i>Memoir : The Art of Writing Well</i>, Units of Study for Teaching Writing Grades 3-5 by Lucy Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.

Common Core State Standards

Grade: 5

Strand:

Category:

RL.5.1, **RL.5.2**, RL.5.3, RL.5.4, RL.5.6, RL.5.9, RL.5.10, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

SL.5.1, SL.5.2, SL.5.6

#. Standard: W.5.3 (a, b, c and d), W.5.5 , W.5.4

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Common Goals			Unit #: Theme 2	
Course or Grade Level: LAL – Grade 5			Length of Time: 7 weeks	
Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	10-22/ Lesson 6	Theme	Realistic Fiction	
	10-29 / Lesson 7	Theme	Historical Fiction	
	11-5 / Lesson 7 (continued)	Theme	Historical Fiction	
	11-12 / Lesson 8	Text Structure: Sequence	Narrative Nonfiction	Introduce various points of view
	11-19 / Lesson 9	Text Structure: Sequence	Narrative Nonfiction	
	11/26 / Lesson 9 (continued)	Text Structure: Sequence	Narrative Nonfiction	
	12/3 / Lesson 10 Theme Test	Theme Text Structure: Sequence	Readers' Theater	
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers identify theme? How and why do good readers use sequencing text structure to help comprehension? How and why do good readers determine how “point of view” effects a how a story is told? How do good readers/writers identify and compose compound subjects and predicates? What are prepositions/prepositional phrases? How do good readers /writers identify and compose simple/compound/complex sentences? How do good readers use context to generate meaning?</p>			
Reading Content	<p><u>Comprehension</u> Theme Text Structure: Sequence Point of View Readers' Theater</p> <p><u>Spelling/Phonics</u> Words with Consonant + -le Words with VCCV, Same Medial Consonants Words with VCCV, Different Medial Consonants Words with the VCCCV Pattern</p> <p><u>Grammar</u> Compound Subjects and Predicates Simple and Compound Sentences Prepositions and Prepositional Phrases Clauses and Phrases: Complex Sentences</p>			
Reading Skills	<p><u>Comprehension</u> Identify the theme of the story</p>			

	<p>Understand how characters' qualities and actions contribute to the theme</p> <p>Use time clues to identify the sequence of events in a selection</p> <p>Understand that sequence is one text structure authors use to organize text</p> <p>Analyze multiple accounts of the same event or topic, noting similarities and differences in the points of view they represent</p> <p>Analyze how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone, or beauty of a text (myth/poetry)</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u></p> <p>Correctly spell words with consonant –le, VCCV patterns, and VCCCV patterns</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><u>Grammar</u></p> <p>To use compound subjects and predicates correctly in writing and speaking</p> <p>To use prepositions and prepositional phrases correctly in writing and speaking</p>
Writing Content	Opinion Writing: Literary Essays: Writing about Reading (Historical Fiction)
Writing Skills	<p>Students will:</p> <ul style="list-style-type: none"> • study published literary essays in order to find structures for their own literary essays • flesh out stories by envisioning them and living vicariously through the characters • study the characters to grow significant topics • ask, "What's this story really about?" and then analyze the ways the author deliberately crafts the story to convey this meaning • draw on their life experience to understand and develop ideas about texts • select seed ideas to craft into thesis statements • summaries to help them support their points • create drafts out of collections of evidence • make final revisions and edits to their essays • participate in a celebration by sharing own essay and by actively listening and responding to classmates' essays
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples, Projects
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown, Picture Books (i.e. <u>Doug-Dennis & the Flyaway Fib</u>, <u>A Bad Case of Stripes</u>, <u>Mufaro's Beautiful Daughters</u>, <u>The Mitten</u>, <u>Where the Wild Things Are</u>, <u>George Washington Picture Book Biography</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects • <i>Literary Essays: writing about reading</i> Units of Study for Teaching Writing by Lucy Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.

Common Core State Standards

Grade: 5

Strand:

Category:

RL.5.1, RL.5.2, RL.5.3, RL 5.6, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RL.5.7, RI.5.9, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4,

SL.5.6

#. Standard: W.5.1 (a, b, c and d)

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Go With The Flow

Unit #: Theme 3

Course or Grade Level: LAL – Grade 5

Length of Time: 7 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	12/10 Lesson 11	Compare & Contrast	Historical Fiction	
	12/17 Lesson 11 (cont.)	Compare & Contrast	Historical Fiction	
	1/2/ Lesson 12	Text Structure: Compare & Contrast	Informational Narrative	
	1/7 / Lesson 12 (con't)	Text Structure: Compare & Contrast	Informational Narrative	
	1/14 / Lesson 13	Cause & Effect	Tall Tale	
	1/22 Lesson 14	Text Structure: Cause & Effect	Expository Nonfiction	
	1/28 Benchmark			No Theme Test – Give Benchmark & Running Records for At-Risk students.
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers use compare/contrast as a tool for comprehension? How and why do good readers use cause and effect to enhance comprehension? How does a good reader/writer identify and use nouns (common/proper/singular/possessive/pronouns/antecedents) effectively? How do good readers use context to generate meaning?</p>			
Reading Content	<p><u>Comprehension</u> Compare and Contrast Text Structure: Compare and Contrast Cause and Effect Readers' Theater</p> <p><u>Spelling</u> Words with VCV Words with Prefixes <i>re-</i>, <i>un-</i>, <i>non-</i> Words with Suffixes, <i>-able</i>, <i>-ible</i>, <i>-ment</i>, <i>-less</i> Words with Ending <i>schwa +n</i>, <i>schwa +l</i>, <i>schwa +r</i></p> <p><u>Grammar</u> Common and Proper Nouns Singular and Plural Nouns Possessive Nouns Pronouns and Antecedents</p>			
Reading Skills	<p><u>Comprehension</u> Identify compare and contrast as a text structure Compare and contrast characters, events, and settings</p>			

	<p>Recognize cause and effect as a text structure</p> <p>Explain the relationship/interactions between two or more individuals, events, ideas or concepts based on specific information in the text</p> <p>Compare and contrast overall structure (chronological, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u></p> <p>Correctly spell words with VCV pattern, prefixes <i>re</i>, <i>un</i>, & <i>non</i>, suffixes, <i>-able</i>, <i>-ible</i>, <i>-ment</i>, <i>-less</i>, and with <i>schwa +n</i>, <i>schwa +l</i>, <i>schwa +r</i> ending</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><u>Grammar</u></p> <p>To use common and proper nouns correctly in writing and speaking</p> <p>To use singular and plural nouns correctly in writing and speaking</p> <p>To use possessive nouns correctly in writing and speaking</p> <p>To use pronouns and antecedents correctly in writing and speaking</p>
Writing Content	Realistic Fiction
Writing Skills	<p>Students will:</p> <ul style="list-style-type: none"> • generate topics and ideas for stories from daily life and from past writing • create draft and see the world through the character's skin • edit, by rereading their writing several times for several reasons • learn that fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits • develop characters not only by telling about their motivations and struggles, but also by creating scenes that show these things • sketch out possible plot lines for stories often on "story mountains" that represent traditional story structure • write scenes and "stay in the scene" • craft endings • revise with various lens • edit with various lenses • share his/her writing with the world; read with fluency & expression
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown, Picture Books (i.e. <u>Stellaluna</u>, <u>The Pain and the Great One</u>, <u>That's Good, That's Bad, If You Give a Mouse a Cookie</u>, <u>Comet's Nine Lives</u>, <u>The Day Jimmy's Boa Ate the Wash</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects, Science Text • <i>Writing Fiction: Big dreams, Tall Ambitions</i>, Units of Study for Teaching Writing by Lucy

	Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.
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Common Core State Standards

Grade: 5

Strand:

Category:	RL.5.1, RL.5.3, RL. 5.9, RI.5.1, RI. 5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.9, RF.5.3, RF.5.4
	L.5.1, L.5.2, L.5.3, L.5.4,
	SL.5.6
	#. Standard: W.5.3 (a, b, c and d),W. 5.5, W.5.4

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Dare to be Great

Unit #: Theme 4

Course or Grade Level: LAL – Grade 5

Length of Time: 6 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	2/4 -Lesson 16	Make Inferences	Realistic Fiction	
	2/11-Lesson 17	Make Inferences	Realistic Fiction	
	2/18 – Lesson 17 (con't)	Make Inferences	Realistic Fiction	
	2/25-Lesson 18	Main Idea and Details	Realistic Fiction	
	3/4 -Lesson 19	Main Idea and Details	Biography	
	3/12-Lesson 20 Review & Theme Test	Make Inferences Main Idea and Details	Readers' Theater	
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers make inferences to aide comprehension? How and why do good readers identify, and distinguish between, main idea and details? How do good readers/writers identify main and helping verbs? How do good readers/writers identify and use pronouns (subjective/objective/possessive/reflexive) correctly? What are adjectives and articles? How do good readers use context to generate meaning?</p>			
Reading Content	<p><u>Comprehension</u> Make Inferences Main Idea and Details Readers' Theater</p> <p><u>Spelling</u> Words with Prefixes <i>-im, -in, -ir, -il</i> Words with Ending with <i>-ant, -ent, -eer, -ist, -ian</i> Words with Suffixes <i>-ous, -eous, -ious</i> Homophones</p> <p><u>Grammar</u> Main and Helping Verbs Subjective and Objective – Case Pronouns Possessive and Reflexive – Case Pronouns Adjectives and Articles</p>			
Reading Skills	<p><u>Comprehension</u> Make inferences and support inferences with text evidence and personal experience Recognize the main idea of a text and identify details that support that main idea Analyze how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone, or beauty of a text (folktale) Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p>			

	<p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u></p> <p>Correctly spell words with prefixes <i>-im, -in, -ir, -I, l</i> ending with <i>-ant, -ent, -eer, -ist, -ian,</i>, suffixes <i>-ous, -eous, -ious,</i> and homophones</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><u>Grammar</u></p> <p>To use main and helping verbs correctly in writing and speaking</p> <p>To use subjective/objective case pronouns correctly in writing and speaking</p> <p>To use possessive/reflexive case pronouns correctly in writing and speaking</p> <p>To use adjectives and articles correctly in writing and speaking</p>
Writing Content	Persuasive Essay
Writing Skills	<p>Students will:</p> <ul style="list-style-type: none"> • select a topic that lends itself to persuasive writing • generate lists as a method for topic selection: Things that bother me in the world; Finding an audience to persuade; Reading notebook entries for “hidden” persuasion • write a persuasive lead • develop strong opinions • write a call to action: What do you want your reader to believe? • use repetition to persuade • use storytelling as a persuasive technique • write short, declarative sentences to persuade • use transitional words and phrases to connect sentences and paragraphs • write a conclusion that re-states the thesis • select one piece from a series of notebook entries to revise and bring to publication • share his/her writing with the world; read with fluency & expression
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown, Picture Books (i.e. <u>Wreck of the Zephyr</u>, <u>Gleam and Glow</u>, <u>Teammates</u>, <u>The Important Book</u>, <u>Chair For My Mother</u>, <u>The Great Kapok Tree</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects • Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.
Common Core State Standards	
Grade:	
Strand:	

Category:	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RI.5.1, RI.5.2, RI.5.4, RI.5.8; RF.5.3, RF.5.4
	L.5.1, L.5.2, L.5.3, L.5.4,
	SL.5.6
	#. Standard: W.5.1 (a, b, c, and d)
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Making a Difference			Unit #: Theme 5	
Course or Grade Level: LAL – Grade 5		Length of Time: 5 weeks		
Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	3/18 - Lesson 21	Author’s Purpose and Perspective	Expository Nonfiction	
	3/25 - Lesson 22	Author’s Purpose and Perspective	Play	
	4/8 - Lesson 23	Literary Devices	Realistic Fiction	
	4/15 - Lesson 24	Literary Devices	Fantasy	
	4/22 - Lesson 25 Review and Theme Test	Author’s Purpose and Perspective Literary Devices	Readers’ Theater	
Writing Pacing	TBD			
Essential Questions	<p>How and why do good readers How and why do good readers/writers identify and literary devices (simile, metaphor, personification, etc), how do good writers apply to enhance writing? What are verbs? How do good readers/writers identify action/linking, past/present/future tense, and perfect tense verbs? How do good readers use context to generate meaning?</p>			
Reading Content	<p><u>Comprehension</u> Author’s Purpose and Perspective Literary Devices Readers’ Theater</p> <p><u>Spelling</u> Words with prefixes <i>in-</i>, <i>out-</i>, <i>down-</i>, <i>up-</i> Words with suffixes <i>-ation</i>, <i>-ition</i>, <i>-sion</i>, <i>-ion</i> Words with silent letters Words with unusual plurals</p> <p><u>Grammar</u> Action and Linking Verbs Present Tense; Subject-Verb Agreement Past and Future Tenses Perfect Tenses</p>			
Reading Skills	<p><u>Comprehension</u> Understand that author’s have different purposes for writing (persuade, inform, entertain) Identify and discuss an author’s perspective on a topic Recognize and understand literary devices Identify and use sensory language Analyze how the graphics or the media in a multimedia presentation help the reader understand more about</p>			

	<p>the meaning, tone, or beauty of a text (fables)</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u></p> <p>Correctly spell words with prefixes <i>in-</i>, <i>out-</i>, <i>down-</i>, <i>up-</i>, suffixes <i>-ation</i>, <i>-ition</i>, <i>-sion</i>, <i>-ion</i>, silent letters, and unusual plurals</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><u>Grammar</u></p> <p>To use action and linking verbs correctly in writing and speaking</p> <p>To use present tense verbs correctly in writing and speaking.</p> <p>To apply subject-verb agreement to writing and speaking</p> <p>To use past and future tenses of verbs correctly in writing and speaking</p> <p>To use perfect tenses of verbs correctly in writing and speaking</p>
Writing Content	Writing On Demand
Writing Skills	<p>Speculative Writing (narrative):</p> <ul style="list-style-type: none"> • review the scoring rubric for writing • read a prompt and plan for writing • write a draft • revise using craft lessons, (leads, word choice, voice, focus, structure, sentence structure details each week introduce a new prompt <p><u>At the end of this cycle, the students will respond to unfamiliar speculative prompts in 30 minutes.</u></p> <p>Explanatory writing using poem prompt and a verbal prompt:</p> <ul style="list-style-type: none"> • read a prompt aloud and plan for writing • write a draft • revise: structure of a composition, elaboration and transitioning words • each week introduce a new prompt <p><u>At the end of this cycle, the students will respond to unfamiliar expository prompts in 30 minutes.</u></p> <p>Persuasive writing in a form of a letter:</p> <ul style="list-style-type: none"> • read a prompt and plan for writing • writing a draft • revise: format of a letter, elaboration and transitioning words • each week introduce a new prompt <p><u>At the end of this cycle, the students will respond to unfamiliar persuasive</u></p>
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown, Picture Books (i.e. <u>Encounter</u>, <u>The True Story of the Three Little Pigs</u>, <u>Through My Eyes</u>, <u>The Giving Tree</u>, <u>Owl Moon</u>, <u>Fireflies</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects • Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.
Common Core State Standards	

Grade: 5

Strand:

Category:

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.8, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

SL.5.6

#. Standard: W.5.1, W.5.3, W.5.4, W.5.5

Career and College Readiness Anchor Standards:

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Feats of Daring

Unit #: Theme 6

Course or Grade Level: LAL – Grade 5

Length of Time: 6 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	4/29 - Lesson 26	Summarize and Paraphrase	Narrative Nonfiction	
	5/6 - (NJ ASK)			
	5/13 - Lesson 27	Summarize and Paraphrase	Biography	
	5/20 - Lesson 28	Fact and Opinion	Expository Nonfiction	
	5/28 - Lesson 29	Fact and Opinion	Biography	
	6/3 - Lesson 30	Fact and Opinion Summarize and Paraphrase	Readers' Theater	
Writing Pacing	TBD			
Essential Questions	<ul style="list-style-type: none"> • How and why do good readers summarize and paraphrase text? • How and why do good readers differentiate between fact and opinion? • What are irregular verbs, contractions, and adverbs? • How do good readers use context to generate meaning? 			
Reading Content	<p><u>Comprehension</u> Summarize and Paraphrase Fact and Opinion Readers' Theater</p> <p><u>Spelling</u> Words with Prefix + Root Word + Suffix Words with Greek Word Parts Words with Latin Word Parts Borrowed Words</p> <p><u>Grammar</u> Irregular Verbs Contractions Adverbs</p>			
Reading Skills	<p><u>Comprehension</u> Summarize text, using most important information Paraphrase by retelling text in own words without changing the meaning Distinguish between fact and opinion Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text Determine or clarify the meaning of unknown words Present a dramatic interpretation and use strategies to engage audience</p> <p><u>Spelling/Phonics</u> Correctly spell words with prefix + root word + suffix, Greek and Latin word parts, and borrowed words Apply phonics and word analysis skills in decoding words</p>			

	<p><u>Grammar</u></p> <p>To use irregular verbs correctly in writing and speaking To use contractions correctly in writing and speaking To use adverbs correctly in writing and speaking</p>
Writing Content	Feature Article
Writing Skills	<p>Students will:</p> <ul style="list-style-type: none"> define the characteristics of a feature article determine the purpose of a feature article by asking key questions generate and focus a topic and purpose by asking key questions analyze and understand the types of information included in a feature article organize information in the best organizational structure according to purpose: categories; time order sequence; question/answer format draft expository paragraphs craft an introduction write a conclusion use punctuation to create strong voice or tone use an editing checklist to prepare for publication Participate in a Writing Celebration: Reading with Fluency & Expression/Listening & Appreciating the Work of Others
Assessments	<ul style="list-style-type: none"> Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> TBD
Inter-disciplinary Connections	<ul style="list-style-type: none"> TBD
Lesson resources / Activities	<ul style="list-style-type: none"> Storytown, Picture Books (i.e. <u>Snowflake Bentley</u>), Authentic Literature (Novels), Schoolhouse Rock, Scholastic News, Nonfiction Text, Book Projects Units of Study (Beth Asbury- Including On-Demand and Celebration), 6+1 Traits, Teaching with Spice.
Common Core State Standards	
Grade:	
Strand:	
Category:	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RF.5.3, RF.5.4 L.5.1, L.5.2, L.5.3, L.5.4, SL.5.6 #. Standard: W.5.1 (a, b, c, and d)
Career and College Readiness Anchor Standards:	

Pine Hill Schools District
Grade 5

Below please find the CCSS reference sheet to assist you with monitoring the implementation of *some* of the standards. Please place a check mark and date when a CCSS is implemented.

Common Core State Standards	Date (week of...)	Date (week of...)	Date (week of...)	Date (week of...)
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led_ with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly				
SL.5.2 Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally				
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence				

Presentation				
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes				

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation				
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Independent Reading				
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently				
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently				