

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 5

*Foundational
Skills*

- Using context clues to understanding words, rereading if necessary
- Read on-level text with purpose and understanding
- Using phonics and word analysis skill- syllabication and morphology

*Reading
Informational
Text*

- Read and comprehend informational text on grade level
- Accurately use grade level academic language and vocabulary
- Determine two or more main ideas in a text and how they are supported by key details; summarize text
- Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent
- Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language

*Reading
Literature*

- Read and comprehend literary text on grade level
- Accurately use grade level academic language and vocabulary
- Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic, summarize text
- Compare and contrast two or more characters, setting or events, draw on specific details in a text
- Analyze multiple accounts of the same topic, noting similarities and differences in the point of view they represent
- Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.
- Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language

Writing

- Students will write narratives to develop real or imagined experiences or events
- After researching informational texts on specific content, students write narrative essays that describe how a character in the novel responds to the focus of the themes
- Use narrative techniques such as dialogue, description, and pacing; organize events
- Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- Write routinely for various time frames
- Strengthen writing through the writing process
- Ongoing- Grammar: sentence structure, conjunctions, parts of speech

*Speaking and
Listening*

- Engage in range of collaborative discussion
- Summarize the main points of text

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 5

*Foundational
Skills*

- *Using context clues to understanding words, rereading if necessary*
- *Read on-level text with purpose and understanding*
- *Using phonics and word analysis skill- syllabication and morphology*

*Reading
Informational
Text*

- *Read and comprehend nonfiction text on grade level*
- *Accurately use grade level academic language and vocabulary including signal words*
- *Determine two or more main ideas in a text and how they are supported by key details; summarize text*
- *Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- *Use text structure in to interpret information (cause/effect, chronology, comparison, problem/solution)*
- *Use multiple resources to locate an answer to a question quickly or to solve a problem, integrate information to demonstrate understanding*
- *Integrate information from several texts on the same topic and convey understanding of that topic*

*Reading
Literature*

- *Read and comprehend literary text on grade level*
- *Accurately use grade level academic language and vocabulary*
- *Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic, summarize text*
- *Compare and contrast two or more characters, setting or events, draw on specific details in a text*
- *Analyze multiple accounts of the same topic, noting similarities and differences in the point of view they represent*
- *Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- *Analyze how visual and multimedia elements contribute to meaning, tone, of beauty of text*

Italicized- revisited from previous quarter

Normal font- new to quarter

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 5

Writing

- *Students will write narratives to develop real or imagined experiences or events*
- *After researching informational texts on specific content, students write narrative essays that describe how a character in the novel responds to the focus of the themes*
- *Use narrative techniques such as dialogue, description, and pacing; organize events*
- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling*
- *Write routinely for a variety of time frames*
- *Strengthen writing through the writing process*
- **Gather information, Summarize and paraphrase information researched; provide a list of resources**
- **Write informational text examining a topic with clear and concise ideas and information- introduce topic clearly**
- **Develop the topic with facts, definitions, concrete details, quotations, or other information related to topic; include illustrations and multimedia**
- **Organization-Group related information, provide transitional phrases; provide concluding statement**
- **Style- Enhance writing with precise vocabulary; use sentence variety**
- **Draw evidence to support analysis, reflection, and research**

Grammar- verb tenses, subject verb agreement, transition words to connect ideas
Sentence variety

*Speaking and
Listening*

- *Engage in range of collaborative discussion, express ideas clearly*
- *Summarize the main points of text*
- *Demonstrate conventions of standard English when speaking*
- **Include multimedia components and visual displays in presentations**

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 5

*Foundational
Skills*

- *Using context clues to understanding words, rereading if necessary*
- *Read on-level text with purpose and understanding*
- *Using phonics and word analysis skill- syllabication and morphology*

*Reading
Informational
Text*

- *Read and comprehend nonfiction text on grade level*
- *Accurately use grade level academic language and vocabulary including signal words*
- *Determine two or more main ideas in a text and how they are supported by key details; summarize text*
- **Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- *Use text structure in to interpret information (cause/effect, chronology, comparison, problem/solution)*
- **Use multiple resources to locate an answer to a question quickly or to solve a problem, integrate information to demonstrate understanding*
- **Integrate information from several texts on the same topic and convey understanding of that topic*
- **Determine how an author supports particular points in a text through reasons and evidence**

*Reading
Literature*

- *Read and comprehend literary text on grade level*
- *Accurately use grade level academic language and vocabulary*
- *Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic, summarize text*
- *Compare and contrast two or more characters, setting or events, draw on specific details in a text*
- *Analyze multiple accounts of the same topic, noting similarities and differences in the point of view they represent*
- *Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- **Analyze how visual and multimedia elements contribute to meaning, tone, of beauty of text*

Italicized- revisited from previous quarter

Normal font- new to quarter

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 5

Writing

- *Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling*
 - *Strengthen writing through the writing process*
 - *Write routinely for a variety of time frames*
 - **Write opinion pieces on topics or texts**
 - **Introduce topic and state opinion**
 - **Gather information, Summarize and paraphrase information researched; provide a list of resources**
 - **Provide reasons that are supported by facts and details, draw from credible sources**
 - **Organization-Group related information to supports writer's purpose, provide transitional phrases to link opinion and reasons, provide concluding statement**
 - **Style- Enhance writing with precise vocabulary; use sentence variety**
 - **Draw evidence to support analysis, reflection, and research**
- On Going- Grammar-words often confused, pronoun-antecedent agreement, prepositions and interjections, commas to set off words and phrases

*Speaking and
Listening*

- *Engage in range of collaborative discussion*
- *Summarize the main points of text*
- *Demonstrate conventions of standard English when speaking*
- *Include multimedia components and visual displays in presentations*

Italicized- revisited from previous quarter

Normal font- new to quarter

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 5

*Foundational
Skills*

- *Using context clues to understanding words, rereading if necessary*
- *Read on-level text with purpose and understanding*
- *Using phonics and word analysis skill- syllabication and morphology*

*Reading
Informational
Text*

- *Read and comprehend nonfiction text on grade level*
- *Accurately use grade level academic language and vocabulary including signal words*
- *Determine two or more main ideas in a text and how they are supported by key details; summarize text*
- **Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- *Use text structure in to interpret information (cause/effect, chronology, comparison, problem/solution)*
- **Use multiple resources to locate an answer to a question quickly or to solve a problem, integrate information to demonstrate understanding*
- **Integrate information from several texts on the same topic and convey understanding of that topic*
- **Determine how an author supports particular points in a text through reasons and evidence*
- *Draw from the information and inferences to form opinions*

*Reading
Literature*

- *Read and comprehend literary text on grade level*
- *Accurately use grade level academic language and vocabulary*
- *Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic, summarize text*
- *Compare and contrast two or more characters, setting or events, draw on specific details in a text*
- *Analyze multiple accounts of the same topic, noting similarities and differences in the point of view they represent*
- *Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.*
- *Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language*
- **Analyze how visual and multimedia elements contribute to meaning, tone, of beauty of text*
- *Cite textual evidence by quoting accurately from text to explain what the text says explicitly and makes inferences*

Italicized- revisited from previous quarter

Normal font- new to quarter

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 5

Writing

- *Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling*
- *Enhance writing through style, precise vocabulary, and conventions*
- *Write using sentence variety, expand, combine, and reduce sentences for meaning*
- *Work through the writing process: planning, revising, editing, rewriting*
- *Drawing from multiple resource, in order to form an opinion*
- *Write an opinion piece with a clear topic supported by facts and details from credible sources*
- *Group related opinions, facts, and details*
- *Link opinion and reasons using words, phrases, and clauses,*
- *Provide a concluding statement or section related to opinion*

*Speaking and
Listening*

- *Engage in range of collaborative discussion*
- *Summarize the main points of text*
- *Demonstrate conventions of standard English when speaking*
- *Include multimedia components and visual displays in presentations*

Italicized- revisited from previous quarter

Normal font- new to quarter

Course/ Grade:	Grade 5	Instructional Unit:	Module 1	Suggested Timeline:	8-9 weeks
Overview: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of various themes as well as identify the narrator's point of view. As close reader, students support their answers with text-based evidence and restate answers in their own words. They refer to specific details in the text when finding the similarities and differences between two or more characters, setting, or events. Students tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. Students write narratives to develop real or imagined experiences or events.			Essential Questions: How can multiple reads of a text promote understanding? How do good readers draw inferences, conclusions, and generalizations about what they read?		

- **Essential Learning Targets:** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the main points of a text or information presented orally
- Analyze and cite specific examples from the text
- Determine a theme of a text 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
- Compare and contrast two or more characters, settings, events, and theme in literature (story, drama, poetry), drawing on specific details in the text
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Use narrative techniques such as dialogue, description, style and pacing to develop experiences and events or show the responses of characters to situations.

INFORMATIONAL READING

READING LITERATURE

WRITING and GRAMMAR

SPEAKING AND LISTENING

<p>CC.1.2.5.A Determine two or more main ideas in a text and how they are supported by key details; summarize text</p> <ul style="list-style-type: none"> • <i>I can find the main idea of a text and details</i> • <i>I can write a summary of the text using the main idea and supporting details</i> <p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent</p> <ul style="list-style-type: none"> • <i>I can read different texts about the same event and identify similarities and differences.</i> • <i>I can recognize the</i> 	<p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic; summarize text</p> <ul style="list-style-type: none"> • <i>I can identify the theme.</i> • <i>I can tell how a character responds to a challenge.</i> • <i>I can summarize a text.</i> <p>CC.1.3.5.B Compare and contrast two or more characters, setting or events, draw on specific details in a text</p> <ul style="list-style-type: none"> • <i>I can identify similarities and differences between two or more characters using details from the text.</i> • <i>I can identify similarities</i> 	<p>CC.1.4.5.M Students will write narratives to develop real or imagined experiences or events</p> <p>After researching informational texts on specific content, students write narrative essays that describe how a character in the novel responds to the focus of the themes</p> <ul style="list-style-type: none"> • <i>I can write a narrative with a logical sequence and descriptive details.</i> • <i>I can introduce the narrator, characters, and the situation that start a story.</i> <p>CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or</p>	<p>CC.1.5.5.A Engage in range of collaborative discussion</p> <ul style="list-style-type: none"> • <i>I can read or study materials and have a discussion about them.</i> • <i>I can ask questions about others' ideas.</i> • <i>I can extend conversation by adding my own thoughts and ideas to what others in my group have shared.</i> <p>CC.1.5.5.B Summarize the main points of text</p> <ul style="list-style-type: none"> • <i>I can explain the important information about the topic.</i> <p>CC.1.5.5.G Demonstrate command of the conventions of</p>
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<p><i>different points of view of the author and how they impact the information about the event.</i></p> <p>CC.1.2.5.F Determine meaning of words and phrases as they are used in grade level text.</p> <ul style="list-style-type: none"> <i>I can determine the meaning of unknown words using context clues in a sentence.</i> 	<p><i>and differences between two or more setting using details from the text.</i></p> <ul style="list-style-type: none"> <i>I can identify similarities and differences between two or more event using details from the text.</i> <p>CC.1.3.5.E Analyze multiple accounts of the same topic, noting similarities and differences in the point of view they represent</p> <ul style="list-style-type: none"> <i>I can read different texts about the same event and identify similarities and differences.</i> <i>I can recognize the different points of view of the author and how they impact the information about the event.</i> 	<p>characters.</p> <ul style="list-style-type: none"> <i>I can introduce the setting and characters/narrator to start a story</i> <p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing; organize events</p> <ul style="list-style-type: none"> <i>I can use dialogue to enhance the events and style of the story.</i> <i>I can use descriptive, sensory details to write a narrative.</i> <i>I can pace my story I logical order.</i> <p>CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional</p>	<p>standard English when speaking, based on Grade level and content</p>
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	<p>CC.1.3.5.E Explain how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.</p> <ul style="list-style-type: none"> <i>I can understand the sequence of events create a plot of a story.</i> <p>CC.1.3.5.F Determine meaning of words and phrases as they are used in grade level text, including interpretation of figurative language</p> <ul style="list-style-type: none"> <i>I can determine the meaning of unknown words using context clues in a sentence.</i> 	<p>words and phrases to manage the sequence of events; provide a conclusion that follows a narrative experience and events.</p> <ul style="list-style-type: none"> <i>I can write a logically sequenced story with a beginning, middle, and end.</i> <p>CC.1.4.4.R Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.5.X Write routinely for various time frames</p> <ul style="list-style-type: none"> <i>I can write for long or short periods of time.</i> <i>I can write for variety of reasons.</i> 	
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		<ul style="list-style-type: none">• CC.1.4.5.T Strengthen writing through the writing process• <i>I can identify the writing style that best fits my task and purpose.</i>• <i>I can use pre writing strategies such as graphic organizers to develop my ideas.</i>• <i>I can recognize good writing requires multiple drafts.</i>• <i>I can revise my writing with the help of others.</i>• <i>I can edit my writing.</i>• <i>I can prepare a new draft with changes that strengthen my writing.</i>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
How-to – text Headings Transitional words Bold text captions Cause and effect Summarize Monitor and clarify Inferring Fact Opinion Drawing Conclusions Biography Context clues Homograph Homonyms antonym Dictionary/glossary Multiple meaning words Text structure Expository text Sensory text Author’s view point	Story structure Character Plot Setting climax theme Monitor and clarify Predict and set purpose Transitional words hyperbole Realistic fiction dialogue Inferring Novel Idiom Context clues Homograph Homonyms antonym Dictionary/glossary Sensory details Alliteration Author’s viewpoint	Organizer Prewrite Draft Revise Edit Final copy, publish Prompt Focus Voice Word choice Transitional words Purpose audience Declarative sentence Interrogative sentence Imperative sentence Exclamatory sentence Subject and predicate fragment Independent clause Dependent clause Complex sentence	Pair- share Discussion Listening skills Debate Support Evidence Explain

<p>Compare and contrast Visualize Sequence Literary nonfiction Voice Greek and Latin roots Word Structure Author's purpose Point of view Background knowledge Prefixes, suffixes</p>	<p>Compare and contrast Visualize Imagery Realistic fiction Legend Voice Foreshadowing Greek and Latin roots Word Structure Sensory language Symbolism Folk tale Author's purpose Point of view Background knowledge Prefixes, suffixes</p>	<p>Compound sentence conjunction Common noun Proper noun Collective noun Regular plural nouns Irregular plural nouns Possessive noun Greek and Latin roots Word Structure Action verb Linking verb Participle Preposition phrase Main, Helping verbs Subject-verb agreement Personal narrative</p>	
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Resources	Resources	Resources	Resources
Savvas myView SAS portal	Savvas myView SAS portal	Savvas myView SAS portal	Savvas myView SAS portal

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

Savvas myView Assessments	Savvas myView Assessments	Savvas myView Assessments	
District benchmark assessment	District benchmark assessment	District benchmark assessment	
District Vocabulary Assessment- common assessment	District Vocabulary Assessment- common assessment	Narrative writing Text Dependent Analysis essay	

Course/ Grade:	Language Arts Grade 5	Instructional Unit:	Module 2	Suggested Timeline:	7-9 weeks
Overview: Students interpret text structure and analyze elements that contribute to the meaning, tone of a text. Students draw from multiple sources to demonstrate the ability to locate text based evidence to answer questions or solve problems efficiently. Students continue to develop narratives based on real or imagined experiences or events. They will introduce a narrator and/or characters; while including techniques such as dialogue, description,			Essential Questions: <i>Do authors infuse their own opinions into non-fiction texts?</i> <i>How can a writer affect the tone of their informational text?</i>		

<p>style, and pacing to develop their ideas.</p> <p>Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to identify facts, definitions, concrete details, quotations, and examples related to the topic. Students draw from the information to form logical ideas and connections. Students continue to develop their writing skills by drawing from multiple sources in order to locate text based evidence to demonstrate their understanding of a topic. They write informational text examining a topic with clear and concise ideas and information. Students thoroughly cultivate their writing through the introduction of a topic. They maintain a clear focus by utilizing facts, definitions, details, quotations, and examples. Students enhance their writing through awareness of style, precise vocabulary, and conventions</p>			
Informational Reading	Reading Literature	Writing and Grammar	Speaking and Listening

<p>CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <ul style="list-style-type: none"> <i>I can identify the text structure.</i> <i>Using my understanding of text structure, I can understand information.</i> <p>CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <ul style="list-style-type: none"> <i>I can locate information in text to answer a question.</i> <p>CC.1.2.5.F Determine meaning of words and phrases as they are used in grade level text.</p>	<p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic; summarize text</p> <ul style="list-style-type: none"> <i>I can identify the theme.</i> <i>I can tell how a character responds to a challenge.</i> <i>I can summarize a text.</i> <p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <ul style="list-style-type: none"> <i>I can use specific details from the text to identify similarities and differences between characters, or settings, or events.</i> 	<p>CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <i>I can write an informational essay about a topic and express my ideas clearly.</i> <p>CC.1.4.5.B Identify and introduce the topic clearly.</p> <ul style="list-style-type: none"> <i>I can clearly introduce a topic using a topic sentence.</i> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <i>I can write about a topic and support it with facts, details, and quotes.</i> <p>CC.1.4.5. D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding</p>	<p>CC.1.5.5.A Engage in range of collaborative discussion</p> <ul style="list-style-type: none"> <i>I can read or study materials and have a discussion about them.</i> <i>I can ask questions about others' ideas.</i> <i>I can extend conversation by adding my own thoughts and ideas to what others in my group have shared.</i> <p>CC.1.5.5.F Include</p>
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<ul style="list-style-type: none"> <i>I can determine the meaning of unknown words using context clues in a sentence</i> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of the topic.</p> <ul style="list-style-type: none"> <i>I can read different texts of the same topic and summarize my understanding.</i> <p>CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <ul style="list-style-type: none"> <i>I can use and understand academic vocabulary.</i> <p>CC.1.2.5.L Read and comprehend</p>	<p>CC.1.3.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <ul style="list-style-type: none"> <i>I can explain the story structure and how the events relate to one another to build a story.</i> <p>CC.1.3.5.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, poem).</p> <ul style="list-style-type: none"> <i>I recognize the pictures and graphics add to the meaning , tone, and understanding of the text.</i> <p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based</p>	<p>statement of section; include formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <i>I can organize my writing when writing about a topic.</i> <i>I can write a conclusion statement to summarize my topic.</i> <p>CC.1.4.5. E Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length</p> <ul style="list-style-type: none"> <i>I can use vocabulary about a topic when writing.</i> <i>I can use precise words to create a clear picture for the reader.</i> <i>I can vary the length of sentences by using complex sentence structure.</i> <p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <i>I can spell grade appropriate words correctly.</i> <i>I can use grade appropriate conventions in writing.</i> 	<p>multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p> <ul style="list-style-type: none"> <i>I can use visuals to enhance my presentation of ideas.</i> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade level and content.</p> <ul style="list-style-type: none"> <i>I can speak using appropriate grammar.</i>
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<p>literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read grade level non-fiction text.</i> 	<p>on grade 5 reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <i>I have skills and strategies to determine the meaning of words I don't know.</i> <i>I can am able to use my skills and strategies clarify the meaning of multiple meaning words.</i> <p>CC.1.3.5.K Reading and comprehend literary fiction on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read grade level fiction independently.</i> 	<p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> <i>I can write a story about a real or imaginary event.</i> <p>CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <ul style="list-style-type: none"> <i>I can introduce the setting and characters/narrator to start a story.</i> <p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely</p> <ul style="list-style-type: none"> <i>I can use dialogue in a story to help develop the events in a story.</i> <i>I can logically pace the story and use sensory details to create a picture in the reader's head.</i> 	
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		<p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <ul style="list-style-type: none">• <i>I can read informational texts and write an analysis and reflection, using evidence from the texts.</i> <p>CC.1.4.5 T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none">• <i>I can identify the writing style that best fits my task and purpose.</i>• <i>I can use pre writing strategies such as graphic organizers to develop my ideas.</i>• <i>I can recognize good writing requires multiple drafts.</i>• <i>I can revise my writing with the help of others.</i>• <i>I can edit my writing.</i>	
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		<ul style="list-style-type: none"> <i>I can prepare a new draft with changes that strengthen my writing</i> <p>CC.1.4.5.W 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> <ul style="list-style-type: none"> <i>I can gather information from different sources, take notes, and summarize in my own words.</i> <p>CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <ul style="list-style-type: none"> <i>I can write for long or short periods of time.</i> <i>I can write for variety of reasons.</i> 	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Continue use of words from	Continue use of words from	Continue use of words from previous	

<p>previous module</p> <p>Compare and contrast Visualize Sequence Literary nonfiction Voice Greek and Latin roots Word Structure Text structure Author's purpose Point of view Background knowledge</p> <p>Paraphrase Tone of voice Main idea, supporting details Persuasive text Flashback Schedule Interview Sound reasoning Precise words Prefixes</p>	<p>previous module</p> <p>Compare and contrast Visualize Imagery Realistic fiction Legend Voice Foreshadowing Greek and Latin roots Word Structure Sensory language Symbolism Folk tale Author's purpose Point of view Background knowledge</p> <p>drama Paraphrase Tone of voice Flashback Sound reasoning Precise words Imagery</p>	<p>module</p> <p>Regular plural nouns Irregular plural nouns Possessive noun Greek and Latin roots Word Structure Action verb Linking verb Main, Helping verbs Subject-verb agreement Personal narrative Past, present, future tense verbs Present participle Past participle Principle parts of irregular verbs tone Persuasive text Main idea, supporting details Troublesome verbs Precise words Expository text</p>	
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	Prefixes Alliteration Rhyme scheme Assonance onomatopoeia	Elaboration Rhyme Literary devices Figurative language Idioms	
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Resources	Resources	Resources	Resources
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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

Savvas myView Assessments District benchmark assessment District Vocabulary Assessment common assessment	Savvas myView Assessments District benchmark assessment District Vocabulary Assessment- common assessment	Savvas myView Assessments District benchmark assessment Expository writing Text Dependent Analysis essay	
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Course/ Grade:	Language Arts Grade 5	Instructional Unit:	Module 3		
<p>Overview: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students cite text based evidence to accurately quote what the text says explicitly and make inferences. Students draw from the information and inferences to form opinions.</p> <p>Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple sources to form opinions.</p> <p>They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and</p>			<p>Essential Questions:</p> <p>What does the author want me to know?</p> <p>Can different authors present the same information with different point of view?</p>		

<p>details. They enhance their writing through an awareness of style, precise vocabulary, and conventions.</p> <p>Students continue to develop their writing skills by drawing from multiple sources in order to form an opinion. They write opinion pieces with a clear topic supported by facts and details from credible sources. Students thoroughly cultivate their opinions by grouping related opinions, facts, and details. Students enhance their writing through an awareness of style, precise vocabulary, and conventions.</p>	
<p>Essential Learning Targets: At the end of this module, students will be able to independently use their learning to:</p> <ul style="list-style-type: none">• Use text structure, within and among texts, to interpret information• Integrate information from several texts on the same topic to demonstrate understanding of that topic• Cite text based evidence by quoting accurately, in order to explain what the text says explicitly and make inferences• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text• Write opinion pieces that introduce a clear topic<ul style="list-style-type: none">○ Provide reasons that are supported by facts and details from credible sources to support the opinion on the topic○ Group related opinions, facts, and details utilizing an appropriate organizational structure, including an introduction and conclusion related to the opinion	

- Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources
- Analyze multiple account of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently
- Determine how an author supports particular points in a text through reasons and evidence
- Integrate information from several texts on the same topic to demonstrate understanding

Informational Reading	Reading Literature	Writing
<p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>CC.1.2.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect,</p>	<p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic; summarize text</p> <ul style="list-style-type: none"> • <i>I can identify the theme.</i> • <i>I can tell how a character responds to a challenge.</i> 	<p>CC.1.4.5.G Write opinion pieces on topics or texts. Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.H Provide reasons that are supported by facts and details; draw from credible sources</p> <p>CC.1.4. I Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5. J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement</p>

<p>problem/ solution).</p> <ul style="list-style-type: none"> <i>I can identify the text structure.</i> <i>Using my understanding of text structure, I can understand information.</i> <p>CC.1.2.5.F Determine meaning of words and phrases as they are used in grade level text.</p> <ul style="list-style-type: none"> <i>I can determine the meaning of unknown words using context clues in a sentence</i> <p>CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <ul style="list-style-type: none"> <i>I can locate information in text to answer a question</i> <p>CC.1.2.5.H Determine how an</p>	<ul style="list-style-type: none"> <i>I can summarize a text.</i> <p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <ul style="list-style-type: none"> <i>I can use specific details from the text to identify similarities and differences between characters, or settings, or events.</i> <ul style="list-style-type: none"> <p>CC.1.3.5.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, poem).</p> <ul style="list-style-type: none"> <i>I recognize the pictures and graphics add to the meaning, tone, and understanding of the text.</i> 	<p>or section related to the opinion.</p> <p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <ul style="list-style-type: none"> <i>I can read informational texts and write an analysis and reflection, using evidence from the texts</i> <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <ul style="list-style-type: none"> <i>I can identify the writing style that best fits my task and purpose.</i> <p>CC.1.4.5.W 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> <ul style="list-style-type: none"> <i>I can gather information from different sources, take notes, and summarize in my own words.</i> <p>CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and</p>
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<p>author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of the topic.</p> <ul style="list-style-type: none"> <i>I can read different texts of the same topic and summarize my understanding</i> <p>CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <ul style="list-style-type: none"> <i>I can use and understand academic vocabulary.</i> <p>CC.1.2.5.L Read and comprehend literary non-fiction</p>	<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <i>I have skills and strategies to determine the meaning of words I don't know.</i> <i>I can am able to use my skills and strategies clarify the meaning of multiple meaning words.</i> <p>CC.1.3.5.K Reading and comprehend literary fiction on grade level, reading independently and proficiently</p> <ul style="list-style-type: none"> <i>I can read grade level fiction independently</i> 	<p>audiences.</p> <ul style="list-style-type: none"> <i>I can write for long or short periods of time.</i> <i>I can write for variety of reasons.</i>
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<p>and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read grade level non fiction text.</i> 		
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Continue use of words from previous module</p> <p>Paraphrase Tone of voice Main idea, supporting details Persuasive text Flashback Schedule Interview Sound reasoning Precise words Prefixes, suffixes</p> <p>Draw conclusions Generalize Autobiography</p>	<p>Continue use of words from previous module</p> <p>drama Paraphrase Tone of voice Flashback Sound reasoning Precise words Imagery Mood Prefixes Alliteration Rhyme scheme Assonance Onomatopoeia Prefixes, suffixes</p>	<p>Continue use of words from previous module</p> <p>Past, present, future tense verbs Present participle Past participle Principle parts of irregular verbs tone Persuasive text Main idea, supporting details Troublesome verbs Precise words Adjective style Expository text Elaboration</p>

graph Instruction manual Informational article Validity Evidence source	Figurative language Metaphor simile internal rhyme Punctuation cues	Rhyme Punctuation cues Object pronoun Subject pronoun Antecedent Compound sentences Conventions Reflexive pronoun Indefinite pronoun
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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Savvas myView Assessments District benchmark assessment District Vocabulary Assessment- common assessment	Savvas myView Assessments District benchmark assessment District Vocabulary Assessment- common assessment	Savvas myView Assessments District benchmark assessment Argumentative writing Text Dependent Analysis essay

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Course/ Grade:	Language Arts Grade 5	Instructional Unit:	Module 4	Suggested Timeline:	7-9 weeks
Overview: Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesize their understanding of multiple accounts of the same event or topic, noting the important similarities and differences in the point of view they represent. Students draw on the information from multiple			Essential Questions: How can an author persuade a reader? How can word selection affect the reader?		

<p>sources to demonstrate understanding and form opinions.</p> <p>Students thoroughly cultivate their opinions through collaborative discussions and building on others' ideas, while expressing their own clearly. They continue to write opinion pieces with a clear topic, supported by facts and details from credible sources. Students group related opinions, facts, and details. They enhance their writing through an awareness of style, precise vocabulary, and conventions</p> <p>After researching informational text, students gather relevant information from print and digital sources to summarize or paraphrase in their writing while providing a list of sources.</p>	
<p>Essential Learning Targets: At the end of this module, students will be able to independently use their knowledge to:</p> <ul style="list-style-type: none"> • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent • Draw on information from multiple print and digital sources, demonstrating the ability to provide text based evidence to answer questions or to solve problems efficiently • Determine how an author supports particular points in a text through reasons and evidence • Integrate information from several texts on the same topic to demonstrate understanding of that topic • Draw evidence from literary or informational texts to support analysis, reflections, and research in narrative writing • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished writings, and provide a list of sources 	

<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly 			
Informational Reading	Reading Literature	Writing	Speaking and Listening
<p>CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>CC.1.2.5.F Determine meaning of words and phrases as they are used in grade level text.</p> <ul style="list-style-type: none"> <i>I can determine the meaning of unknown words using context clues in a sentence</i> <p>CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to</p>	<p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters respond to a challenge or how the speaker of a poem reflects upon a topic; summarize text</p> <ul style="list-style-type: none"> <i>I can identify the theme.</i> <i>I can tell how a character responds to a challenge.</i> <i>I can summarize a text.</i> <p>CC.1.3.5.C Compare and contrast two or more</p>	<p>CC.1.4.5.G Write opinion pieces on topics or texts. Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.H Provide reasons that are supported by facts and details; draw from credible sources</p> <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>CC.1.4.5.X Write routinely over</p>	<p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade level and content</p>

<p>locate an answer to a question quickly or to solve a problem efficiently</p> <p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of the topic.</p> <p>CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade</p>	<p>characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in point of view they represent</p> <p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies and tools.</p> <p>CC.1.3.5.K Reading and comprehend literary fiction on grade level, reading independently and proficiently</p>	<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	
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level, reading independently and proficiently.			
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Draw conclusions Generalize Autobiography Graph Text feature Instruction manual Informational article Expository text Research Outline analyze	Multisyllabic word Humorous fiction Emotion jargon	Punctuation cues Object pronoun Subject pronoun Antecedent Compound sentences Conventions Reflexive pronoun Indefinite pronoun Who and whom Contractions and negatives Adjectives Articles Demonstrative pronoun This, That, These, and Those Comparative adjective Superlative adjective adverb Expository text Research Accuracy	Volume smoothness

		Quotations Purpose Outline	
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Resources	Resources	Resources	Resources
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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Savvas myView Assessments District benchmark assessment District Vocabulary Assessment- common assessment	Savvas myView Assessments District benchmark assessment District Vocabulary Assessment- common assessment	Savvas myView Assessments District benchmark assessment Research writing Text Dependent Analysis essay	

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