

5th Grade Language Arts Curriculum Map
1st Nine Weeks

Standards & Elements	Essential Questions	Assessments	Best Practices	Resources
<p><u>Writing</u> ELA5W1 a.selects a focus, and organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements ELA5W2- Response to Literature a. engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest b. advances a judgment that is interpretive, evaluative, or reflective c. supports judgments through references to text, other works, authors, or non-print media, or references to personal knowledge d. develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work e. excludes extraneous details and inappropriate information f. provides a sense of closure to the writing g. lifts the level of language using appropriate strategies including word choice ELA5W2- Narrative a.engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest b. establishes a plot, point of view, setting, and conflict, and/or the significance of events c. creates an organizing structure d. includes sensory details and concrete language to develop plot and character e. excludes extraneous details and inconsistencies</p>	<p>How do we use different types of writing to communicate ideas? Why do we have a writing process? How can we make our writing more interesting? How do writers improve their own writing skills?</p>	<p>Pre-writing assessments Writer's Notebook Narrative/Response to Literature Products State Writing Rubrics Teacher Observations</p>	<p>Writer's Workshop -Narrative -Response to Literature -Informational Report (Sc Fair) -Research & Technology -organization & structure/point of view (relate to similarities & differences in text & film/play version)</p>	<p><u>Writing/Conventions</u> -Word Wall -State Rubrics -Lucy Calkins Units of Study (3-5) -English Text Book www.gadoe.org -Balanced Literacy Notebook -Books for Teaching Writing Skills: http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp http://www.georgiastandards.org/DMGetDocument.aspx/ELA_fifth_grade_Framework_Final_TemplatePreviewed%201.pdf?p=6CC6799F8C1371F66D9B1A8A8B4B6725F8</p>

<p>f. creates simple documents by using electronic media and employing organizational features (passwords, entry and pull-down menus, word searches, thesaurus, spell check)</p> <p>g. uses a thesaurus to identify alternative word choices and meanings</p> <p>ELA5W4</p> <p>a.plans and drafts independently and resourcefully</p> <p>b. revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidation, clarifying, and rearranging words and sentences</p> <p>c. edits to correct errors in spelling, punctuation, etc.</p> <p><u>Conventions</u></p> <p>ELA5C1</p> <p>a.uses and identifies the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)</p> <p>c. uses and identifies verb phrases and verb tenses</p> <p>e. varies the sentence structure by kinds (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex)</p> <p>g. uses additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) correct sentence structure (elimination of fragments and run-ons) and correct Standard English spelling (commonly used homophones) when writing, revising, and editing</p> <p><u>Reading</u></p> <p>ELA5R1- Literary</p> <p>a.identifies and analyzes the elements of setting, characterization, and conflict in plot</p> <p>c. identifies and analyzes the similarities and differences between a narrative text and its</p>	<p>How do you know which resource materials to use?</p> <p>What information would you find in a variety of reference materials?</p> <p>How do guide words guide you?</p> <p>What are the parts of speech and how can you tell the difference?</p> <p>How do writers vary their sentences?</p> <p>How do you alter the spelling of verbs as their tenses change?</p> <p>What's the difference between the different types of sentences?</p> <p>What are the elements of a story?</p> <p>What was the author trying to communicate to his readers?</p>	<p>Reader's Response Journal</p> <p>Teacher Observation</p> <p>Student Responses</p>	<p>Read Aloud/ Reader's Workshop/ Guided Reading/ Shared</p> <p>-nouns, pronouns, adjectives, verbs, verb phrases, adverbs -sentences by type simple, complex, compound -mechanics</p>	<p><u>Read Aloud</u></p> <p>-Media Center</p> <p>-Classroom Libraries</p> <p>-Reading Text Book</p> <p>-Novels</p> <p>http://books.heinemann.com/comprehending/pdfs/Te</p>
---	--	--	--	---

<p>film or play version</p> <p>d. relates a literary work to information about its setting (historically or culturally)</p> <p>f. identifies and analyzes the author's use of dialogue and description</p> <p>g. applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated</p> <p>h. responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry (sound-alliteration, onomatopoeia, rhyme scheme; figurative language- personification, metaphor, simile, hyperbole; graphics- capital letters, line length)</p> <p>i. makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text</p> <p>j. identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life</p> <p>ELA5R1- Informational</p> <p>d. identifies and uses knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes)</p> <p>f. identifies and analyzes main ideas, supporting ideas, and supporting details</p> <p>g. makes perceptive and well-developed connections</p> <p>h. relates new information to prior knowledge and experience and makes connections to related topics or information</p> <p>ELA5R2 student consistently reads at least 25 books or book equivalents</p> <p>ELA5R3</p> <p>a. reads a variety of texts and incorporates new words into oral and written language</p> <p>i. makes judgments and inferences about</p>	<p>How did this character act throughout the story?</p> <p>How are conclusions and predictions related?</p> <p>How can you map a story?</p> <p>Why is it important to understand different meanings of words?</p> <p>How are words related?</p> <p>How do readers use text features to locate information?</p> <p>How do readers distinguish between relevant and irrelevant non-fiction text?</p> <p>Why would a reader choose to read a variety of materials?</p> <p>How does increasing your vocabulary make you a better</p>	<p>Checklist</p> <p>Rubric</p> <p>Word Study</p> <p>Notebooks</p>	<p>Reading/ Word Wall/Word Study</p> <ul style="list-style-type: none"> -independent reading -vocabulary -elements of a story -historical/ cultural application -connections/ schema -antonyms -synonyms -homophones -fluency -theme -sentence structure by order & complexity 	<p>xtSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/SampleOpeningsForInterActiveReadAloud.pdf</p> <p>-Books for Teaching Comprehension Strategies:</p> <p>http://www.buffalolib.org/programs/readinglists2007/Amherst_Central.pdf</p> <p>http://www.psd401.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp.%20strategies.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TextSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TitlesForTextTalk.pdf</p> <p>http://fieldguides.heinemann.com/index.asp</p> <p>http://insidewritingworkshop.org</p> <p><u>Reader's Workshop/Guided Reading</u></p> <ul style="list-style-type: none"> -Media Center -Classroom Libraries -Reading Text Book -Guided Reading Books -Novels <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> -Big Books -Social Studies/Science Text Books -Poems <p>http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp?</p> <p>http://www.sabine.k12.la.us/zes/poetry/default.htm</p> <ul style="list-style-type: none"> -Newspapers -Magazines (Scholastic News, Time for Kids, Weekly Reader) -Selections from a novel
---	--	---	--	--

<p>setting, characters, and events and theme in a literary work and the actual experiences in an author's life</p> <p>ELA5R4</p> <p>a.uses letter-sound knowledge to decode written English and uses a range of cueing systems (phonics and context clues) to determine pronunciation and meaning</p> <p>b. uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies)</p> <p>c. reads with a rhythm, flow, and meter that sounds like everyday speech (prosody)</p> <p><u>Listening, Speaking, & Viewing</u></p> <p>ELA5LSV1</p> <p>a.initiates new topics in addition to responding to adult-initiated topics</p> <p>b. asks relevant questions</p> <p>c. responds to questions with appropriate information</p> <p>d. uses language cues to indicate different levels of certainty or hypothesizing (what if..., very likely..., I'm unsure whether...)</p> <p>e. confirms understanding by paraphrasing the adult's directions or suggestions</p> <p>f. displays appropriate turn-taking behaviors</p> <p>g. actively solicits another persons comments or opinions</p> <p>h. offers own opinion forcefully without domineering</p> <p>i. responds appropriately to comments and questions</p> <p>j. volunteers contributions and responds when directly solicited by teacher or discussion leader</p> <p>k. gives reasons in support of opinions expressed</p> <p>l. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions</p> <p>ELA5LSV2- responding to text and media</p>	<p>reader?</p> <p>Why is it important to identify words instantly?</p> <p>How can we classify and categorize words?</p> <p>What strategies do good readers use to figure out words?</p> <p>Why is it important to listen carefully?</p> <p>Why is it important to respond to different types of literature?</p>	<p>Rubrics</p> <p>Observations</p>	<p>-Reader's Theatre</p> <p>-Oral Presentations</p> <p>-Conversations</p>	<p><u>Listening, Speaking, & Viewing</u></p> <p>www.busyteacherscafe.com/units/readers_theater.htm</p> <p>www.teachingheart.net/readerstheater.htm</p> <p>http://www.aaronshp.com/rt/RTE.html</p>
---	---	------------------------------------	---	---

<p>a. demonstrates an awareness of the presence of the media in the daily lives of most people</p> <p>b. evaluates the role of the media in focusing attention and in forming an opinion</p> <p>c. judges the extent to which media provide a source of entertainment as well as a source of information</p> <p>ELA5LSV2- responding to presentations</p> <p>a. shapes information to achieve a particular purpose and to appeal to the interest and background knowledge of audience members</p> <p>b. uses notes, multimedia, or other memory aids to structure the presentation</p> <p>c. engages the audience with appropriate verbal cues and eye content and in delivery</p> <p>d. projects a sense of individuality and personality in selecting and organizing content and in delivery</p>		<p>-presentation of Informational Report</p>		
--	--	--	--	--

5th Grade Language Arts Curriculum Map
2nd Nine Weeks

Standards & Elements	Essential Questions	Assessments	Best Practices	Resources
<p><u>Writing</u> ELA5W1 a. selects a focus, and organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements b. writes text of length appropriate to address the topic or tell the story c. uses traditional structures for conveying information (chronological order, cause and effect, similarity and difference, and posing and answering a question) d. uses appropriate structures to ensure coherence (transition words) ELA5W2- Response to Literature a. engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest b. advances a judgment that is interpretive, evaluative, or reflective c. supports judgments through references to text, other works, authors, or non-print media, or references to personal knowledge d. develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work e. excludes extraneous details and inappropriate information f. provides a sense of closure to the writing g. lifts the level of language using appropriate strategies including word choice ELA5W2- Informational</p>	<p>How do we use different types of writing to communicate ideas? Why do we have a writing process? How can we make our writing more interesting? How do writers improve their own writing skills?</p>	<p>Pre-writing assessments Writer's Notebook Narrative/Response to Literature Products State Writing Rubrics Teacher Observations</p>	<p>Writer's Workshop -organizational structure for selected focus, including closure -How To/Expository writing -Response to Literature -Persuasive -writing process</p>	<p><u>Writing/Conventions</u> -Word Wall -State Rubrics -Lucy Calkins Units of Study (3-5) -English Text Book www.gadoe.org -Balanced Literacy Notebook -Books for Teaching Writing Skills: http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp http://www.georgiastandards.org/DMGetDocument.aspx/ELA_fifth_grade_Framework_Final_TemplatePreviewed%201.pdf?p=6CC6799F8C1371F66D9B1A8A8B4B6725F8</p>

<p>a.engages the reader by establishing a context, creating a speakers voice, and otherwise developing reader interest</p> <p>b. advances a judgment that is interpretive, evaluative, or reflective</p> <p>c. supports judgments through references to text, other works, authors, or not-print media, or references to personal knowledge</p> <p>d. develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work</p> <p>e. excludes extraneous details and inappropriate information</p> <p>f. provides a sense of closure to the writing</p> <p>g. lifts the level of language using appropriate strategies including word choice</p> <p>ELA5W2-Persuasive</p> <p>a.engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest</p> <p>b. states a clear position in support of a proposal</p> <p>c. supports a position with relevant evidence</p> <p>d. creates an organizing structure appropriate to a specific purpose, audience, and context</p> <p>e. addresses reader concerns</p> <p>f. excludes extraneous details and inappropriate information</p> <p>g. provides a sense of closure to the writing</p> <p>h. raises the level of language using appropriate strategies (word choice)</p> <p>ELA5W4</p> <p>a.plans and drafts independently and resourcefully</p> <p>b. revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidation, clarifying, and rearranging words and sentences</p> <p>c. edits to correct errors in spelling, punctuation, etc.</p> <p><u>Conventions</u></p>	<p>How do writers gather and organize relevant information?</p>			
---	---	--	--	--

<p>alliteration, onomatopoeia, rhyme scheme; figurative language- personification, metaphor, simile, hyperbole; graphics- capital letters, line length)</p> <p>j. identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p> <p>k. identifies common structures and stylistic elements (hyperbole, refrain, simile) in traditional literature</p> <p>ELA5R1- Informational</p> <p>a. locates facts that answer the reader's questions</p> <p>b. identifies and uses knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary)</p> <p>c. identifies and uses knowledge of common graphic features (charts, maps, diagrams, captions, and illustrations)</p> <p>e. distinguishes cause from effect in context</p> <p>f. identifies and analyzes main ideas, supporting ideas, and supporting details</p> <p>ELA5R3</p> <p>b. determines the meaning of unfamiliar words using context clues (definition, example)</p> <p>c. determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes</p> <p>d. determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses</p> <p>e. identifies the meaning of common prefixes (un, re, dis)</p> <p>f. identifies the meaning of common idioms and figurative phrases</p> <p>g. identifies playful uses of language (puns, jokes, palindromes)</p> <p>h. recognizes and uses words with multiple meanings (sentence, school, hard) and determines which meaning is intended from the</p>	<p>predictions related?</p> <p>How can you map a story?</p> <p>Why is it important to understand different meanings of words?</p> <p>How are words related?</p> <p>How do readers use text features to locate information?</p> <p>How do readers distinguish between relevant and irrelevant non-fiction text?</p>	<p>Word Study Notebooks</p> <p>Qualitative Spelling Inventory (QSI)</p>	<p>figurative language, graphics</p> <p>-imagery, figurative language, rhythm flow</p> <p>-idioms, puns, jokes, palindromes</p> <p>-compare characters & theme of literary work to author's experiences</p> <p>-plays (instructional elements)</p> <p>-informational Text-textual & graphic features</p> <p>-cause & effect, main idea, & supporting details</p> <p>-dictionaries/thesaurus</p> <p>-context clues, root words, suffixes, prefixes, multiple meanings</p> <p>-word functions</p>	<p>7/Amherst Central.pdf http://www.psd401.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp.%20strategies.pdf http://books.heinemann.com/comprehending/pdfs/TextSets65.pdf http://books.heinemann.com/comprehending/pdfs/TitlesForTextTalk.pdf http://fieldguides.heinemann.com/index.asp http://insidewritingworkshop.org</p> <p><u>Reader's Workshop/Guided Reading</u></p> <p>-Media Center</p> <p>-Classroom Libraries</p> <p>-Reading Text Book</p> <p>-Guided Reading Books</p> <p>-Novels</p> <p><u>Shared Reading</u></p> <p>-Big Books</p> <p>-Social Studies/Science Text Books</p> <p>-Poems</p> <p>http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp?</p> <p>http://www.sabine.k12.la.us/zes/poetry/default.htm</p> <p>-Newspapers</p> <p>-Magazines (Scholastic News, Time for Kids, Weekly Reader)</p> <p>-Selections from a novel</p>
---	--	---	---	---

<p>context of the sentence. <u>Listening, Speaking, & Viewing</u> ELA5LSV1 a. initiates new topics in addition to responding to adult-initiated topics b. asks relevant questions c. responds to questions with appropriate information d. uses language cues to indicate different levels of certainty or hypothesizing (what if..., very likely..., I'm unsure whether...) e. confirms understanding by paraphrasing the adult's directions or suggestions f. displays appropriate turn-taking behaviors g. actively solicits another person's comments or opinions h. offers own opinion forcefully without domineering i. responds appropriately to comments and questions j. volunteers contributions and responds when directly solicited by teacher or discussion leader k. gives reasons in support of opinions expressed l. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions ELA5LSV2- responding to text and media a. demonstrates an awareness of the presence of the media in the daily lives of most people b. evaluates the role of the media in focusing attention and in forming an opinion c. judges the extent to which media provide a source of entertainment as well as a source of information</p>	<p>Why is it important to listen carefully? Why is it important to respond to different types of literature?</p>	<p>Rubrics Observations</p>	<p>-Reader's Theatre -Oral Presentations -Conversations</p>	<p><u>Listening, Speaking, & Viewing</u> www.busyteacherscafe.com/units/readers_theater.htm www.teachingheart.net/readerstheater.htm http://www.aaronshep.com/rt/RTE.html</p>
--	--	---	---	---

<p>(elimination of fragments and run-ons) and correct Standard English spelling (commonly used homophones) when writing, revising, and editing</p> <p><u>Reading</u> ELA5R1- Literary</p> <p>a. identifies and analyzes the elements of setting, characterization, and conflict in pot</p> <p>b. identifies and analyzes the structural elements of setting, characterization, and conflict in plot</p> <p>c. identifies and analyzes the similarities and differences between a narrative text and its film or play version</p> <p>d. relates a literary work to information about its setting (historically or culturally)</p> <p>e. identifies imagery, figurative language (personification, metaphor, simile, hyperbole) rhythm, or flow when responding to literature</p> <p>f. identifies and analyzes the author's use of dialogue and description</p> <p>g. applies knowledge of the concept that thee refers to the main idea and meaning of a selection, whether implied or stated</p> <p>h. responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry (sound-alliteration, onomatopoeia, rhyme scheme; figurative language- personification, metaphor, simile, hyperbole; graphics- capital letters, line length)</p> <p>i. makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text</p> <p>j. identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p> <p>k. identifies common structures and stylistic elements (hyperbole, refrain, simile) in</p>	<p>What are the elements of a story?</p> <p>What was the author trying to communicate to his readers?</p> <p>How did this character act throughout the story?</p> <p>How are conclusions and predictions related?</p> <p>How can you map a story?</p> <p>Why is it important to understand different meanings of words?</p> <p>How are words related?</p>	<p>Reader's Response Journal</p> <p>Teacher Observation</p> <p>Student Responses</p> <p>Checklist</p>	<p>Read Aloud/Reader's Workshop/ Guided Reading/ Shared Reading/Word Study/Word Wall</p> <p>-review skills related to informational and literary skills</p>	<p><u>Read Aloud</u></p> <ul style="list-style-type: none"> -Media Center -Classroom Libraries -Reading Text Book -Novels <p>http://books.heinemann.com/comprehending/pdfs/TextSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/SampleOpeningsForInter activeReadAloud.pdf</p> <p>-Books for Teaching Comprehension Strategies:</p> <p>http://www.buffalolib.org/programs/readinglists2007/Amherst_Central.pdf</p> <p>http://www.psd401.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp.%20strategies.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TextSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TitlesForTextTalk.pdf</p> <p>http://fieldguides.heinemann.com/index.asp</p> <p>http://insidewritingworkshop.org</p> <p><u>Reader's Workshop/Guided Reading</u></p> <ul style="list-style-type: none"> -Media Center -Classroom Libraries -Reading Text Book -Guided Reading Books -Novels <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> -Big Books -Social Studies/Science Text Books -Poems <p>http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp?</p> <p>http://www.sabine.k12.la.us/zes/poetry/default.htm</p> <ul style="list-style-type: none"> -Newspapers
--	---	---	--	--

<p>traditional literature ELA5R1- Informational</p> <p>a. locates facts that answer the reader's questions b. identifies and uses knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary) c. identifies and uses knowledge of common graphic features (charts, maps, diagrams, captions, and illustrations) d. identifies and uses knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes) e. distinguishes cause from effect in context f. identifies and analyzes main ideas, supporting ideas, and supporting details g. makes perceptive and well-developed connections h. relates new information to prior knowledge and experience and makes connections to related topics or information</p> <p><u>Listening, Speaking, & Viewing</u> ELA5LSV1</p> <p>a. initiates new topics in addition to responding to adult-initiated topics b. asks relevant questions c. responds to questions with appropriate information d. uses language cues to indicate different levels of certainty or hypothesizing (what if..., very likely..., I'm unsure whether...) e. confirms understanding by paraphrasing the adult's directions or suggestions f. displays appropriate turn-taking behaviors g. actively solicits another person's comments or opinions h. offers own opinion forcefully without domineering i. responds appropriately to comments and questions</p>	<p>How do readers use text features to locate information?</p> <p>How do readers distinguish between relevant and irrelevant non-fiction text?</p> <p>Why is it important to listen carefully?</p> <p>Why is it important to respond to different types of literature?</p>	<p>Rubrics</p> <p>Observations</p>	<p>-Reader's Theatre -Oral Presentations -Conversations</p>	<p>-Magazines (Scholastic News, Time for Kids, Weekly Reader) -Selections from a novel</p> <p><u>Listening, Speaking, & Viewing</u> www.busyteacherscafe.com/units/readers_theater.htm www.teachingheart.net/readerstheater.htm http://www.aaronshelp.com/rt/RTE.html</p>
---	--	------------------------------------	---	---

<p>j. volunteers contributions and responds when directly solicited by teacher or discussion leader</p> <p>k. gives reasons in support of opinions expressed</p> <p>l. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions</p> <p>ELA5LSV2- responding to text and media</p> <p>a.demonstrates an awareness of the presence of the media in the daily lives of most people</p> <p>b. evaluates the role of the media in focusing attention and in forming an opinion</p> <p>c. judges the extent to which media provide a source of entertainment as well as a source of information</p> <p>ELA5LSV2- presentations</p> <p>a.shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members</p> <p>b. uses notes, multimedia, or other memory aids to structure the presentation</p> <p>c engages the audience with appropriate verbal cues and eye contact</p> <p>d. projects a sense of individuality and personality in selecting and organizing content and in delivery</p>				
--	--	--	--	--

<p>comma use in compound sentences, paragraph indentations) correct sentence structure (elimination of fragments and run-ons) and correct Standard English spelling (commonly used homophones) when writing, revising, and editing</p> <p>ELA5W4</p> <p>a.plans and drafts independently and resourcefully</p> <p>b. revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidation, clarifying, and rearranging words and sentences</p> <p>c. edits to correct errors in spelling, punctuation, etc.</p> <p><u>Reading</u></p> <p>ELA5R1- Literary</p> <p>a. identifies and analyzes the elements of setting, characterization, and conflict in pot</p> <p>b. identifies and analyzes the structural elements of setting, characterization, and conflict in plot</p> <p>c. identifies and analyzes the similarities and differences between a narrative text and its film or play version</p> <p>d. relates a literary work to information about its setting (historically or culturally)</p> <p>e. identifies imagery, figurative language (personification, metaphor, simile, hyperbole) rhythm, or flow when responding to literature</p> <p>f. identifies and analyzes the author's use of dialogue and description</p> <p>g. applies knowledge of the concept that thee refers to the main idea and meaning of a selection, whether implied or stated</p> <p>h. responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry (sound-alliteration, onomatopoeia, rhyme scheme; figurative language- personification, metaphor, simile, hyperbole; graphics- capital letters, line</p>	<p>What are the elements of a story?</p> <p>What was the author trying to communicate to his readers?</p> <p>How did this character act throughout the story?</p> <p>How are conclusions and predictions related?</p> <p>How can you map a story?</p> <p>Why is it important to understand different meanings of words?</p> <p>How are words related?</p>	<p>Reader's Response Journal</p> <p>Teacher Observation</p> <p>Student Responses</p> <p>Checklist</p> <p>Rubric</p>	<p>Read Aloud/Reader's Workshop/ Guided Reading/ Shared Reading/Word Wall/Word Study</p> <p>-CRCT Testing- Blitz & Review</p> <p>-Bridge skills for 6th grade</p>	<p><u>Read Aloud</u></p> <p>-Media Center</p> <p>-Classroom Libraries</p> <p>-Reading Text Book</p> <p>-Novels</p> <p>http://books.heinemann.com/comprehending/pdfs/TextSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/SampleOpeningsForInteractiveReadAloud.pdf</p> <p>-Books for Teaching Comprehension Strategies:</p> <p>http://www.buffalolib.org/programs/readinglists2007/Amherst_Central.pdf</p> <p>http://www.psd401.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp.%20strategies.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TextSetsG5.pdf</p> <p>http://books.heinemann.com/comprehending/pdfs/TitlesForTextTalk.pdf</p> <p>http://fieldguides.heinemann.com/index.asp</p> <p>http://insidewritingworkshop.org</p> <p>Reader's Workshop/Guided Reading</p> <p>-Media Center</p> <p>-Classroom Libraries</p>
--	---	---	---	---

<p>length)</p> <p>i. makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text</p> <p>j. identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.</p> <p>k. identifies common structures and stylistic elements (hyperbole, refrain, simile) in traditional literature</p> <p>ELA5R1- Informational</p> <p>a. locates facts that answer the reader's questions</p> <p>b. identifies and uses knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary)</p> <p>c. identifies and uses knowledge of common graphic features (charts, maps, diagrams, captions, and illustrations)</p> <p>d. identifies and uses knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes)</p> <p>e. distinguishes cause from effect in context</p> <p>f. identifies and analyzes main ideas, supporting ideas, and supporting details</p> <p>g. makes perceptive and well-developed connections</p> <p>h. relates new information to prior knowledge and experience and makes connections to related topics or information</p> <p><u>Listening, Speaking, & Viewing</u></p> <p>ELA5LSV1</p> <p>a. initiates new topics in addition to responding to adult-initiated topics</p> <p>b. asks relevant questions</p> <p>c. responds to questions with appropriate information</p> <p>d. uses language cues to indicate different</p>	<p>How do readers use text features to locate information?</p> <p>How do readers distinguish between relevant and irrelevant non-fiction text?</p> <p>Why is it important to listen carefully?</p> <p>Why is it important to respond to different types of literature?</p>	<p>Word Study Notebooks</p> <p>Qualitative Spelling Inventory (QSI)</p> <p>Rubrics</p> <p>Observations</p>	<p>-Reader's Theatre</p> <p>-Oral Presentations</p> <p>-Conversations</p>	<p>-Reading Text Book</p> <p>-Guided Reading Books</p> <p>-Novels</p> <p><u>Shared Reading</u></p> <p>-Big Books</p> <p>-Social Studies/Science Text Books</p> <p>-Poems</p> <p>http://schools.bibb.k12.ga.us/15511031995646280/site/default.asp?</p> <p>http://www.sabine.k12.la.us/zes/poetry/default.htm</p> <p>-Newspapers</p> <p>-Magazines (Scholastic News, Time for Kids, Weekly Reader)</p> <p>-Selections from a novel</p> <p><u>Listening, Speaking, & Viewing</u></p> <p>www.busyteacherscafe.com/units/readers_theater.htm</p> <p>www.teachingheart.net/readerstheater.htm</p> <p>http://www.aaronshep.com/rt/RTE.html</p>
---	--	--	---	---

<p>levels of certainty or hypothesizing (what if..., very likely..., I'm unsure whether...)</p> <ul style="list-style-type: none">e. confirms understanding by paraphrasing the adult's directions or suggestionsf. displays appropriate turn-taking behaviorsg. actively solicits another persons comments or opinionsh. offers own opinion forcefully without domineeringi. responds appropriately to comments and questionsj. volunteers contributions and responds when directly solicited by teacher or discussion leaderk. gives reasons in support of opinions expressedl. clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions <p>ELA5LSV2- responding to text and media</p> <ul style="list-style-type: none">a.demonstrates an awareness of the presence of the media in the daily lives of most peopleb. evaluates the role of the media in focusing attention and in forming an opinionc. judges the extent to which media provide a source of entertainment as well as a source of information				
--	--	--	--	--