

Trimester 2

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **12-14 weeks**
Status: **Published**

Unit Overview

Essential Questions

Whole Group Novel:

1. What is my purpose for reading?
2. What is fiction?
3. What makes a friend?
4. How hard is it to keep secrets?

Writing:

1. What is speculative writing?
2. How can I effectively respond to this type of writing prompt?
3. How can I choose a good topic to write about?
4. Why is brainstorming important in writing?
5. What are the main elements of a speculative writing?
6. How can I hood my reader?
7. Why is good plot development important in writing?
8. Why write a poem?
9. What elements are incorporated in a poem?
10. What is a bio-poem?
11. What is stanza, rhythm, rhyming pattern, etc.?
12. Why follow a specific structure when writing a bio poem?
13. How can a graphic organizer be utilized?
14. Why are themes and topics incorporated into a poem?
15. What is the emotional connection between the writer and his/her writing?
16. How effective is the grammar use in a poem?
17. What is poem linked writing?
18. What is the poem trying to communicate to me?
19. How do I effectively reflect on the poem in my writing?
20. What is the writing task asking me?

Guided Reading:

1. What makes a good reader?
2. What skills are important to have while reading?
3. Why is independent reading so important?
4. Why is book choice so important to support good readers?
5. Why use non fiction book for guided reading?

6. What strategies can I use when I do not understand a part of a text?

Word Works/Spelling/Vocabulary

1. How do I figure out a word I do not know?

Content

Whole Group Novel:

Read and discuss the novel Indian in the Cupboard .

Analyze plot, characters, problems

Identify conflict

Make Inferences

Make Predictions

Make Connections

Writing:

Students are given a writing prompt.

Provide Brainstorming think sheet

Choose the best topic

Understand elements of a narrative

- Compositional Risks
- Figurative Language
- Full Circle Ending
- Word Clarity
- Publishing Final Draft

Review:

- add details
- capitalization rules
- sentence structure
- paragraph structure
- Editing
- Revision
- Word Choice
- Conferencing

- Organize Stanza Patterns (ABAB)
- Writer's Checklist

Guided Reading:

Select a non fiction book based on reading level of the students.

Work on comprehension strategies:

- Making Connetions
- Text to Text
- Text to World
- Text to Self
- Questioning
- Visualizing
- Inferring
- Determining Importance
- Synthesizing

Word Works/Spelling/Vocabulary

Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.

Skills

- Determine the meaning of unfamiliar word
- Discuss why we write a poem in a certain format
- Elaborate and Delete
- Generate ideas by organizing thoughts in pre-writing web
- Identify Central Message
- Identify Conflict
- Identify Prefixes and Suffixes
- Increase use of more vivid vocabulary
- Make Connections to Text
- Make Predictions
- Preview Text
- Read for Meaning
- Read poem effectively

- Read/Listen to novel and discuss
- Recognize Character Traits
- Relate details to the theme
- Reread for Understanding
- Review and Edit
- Revise
- Understand Stanzas
- Use capitalization properly
- Use descriptive adjectives
- Use Dictionary/Glossary
- Use Figurative Language
- Use organizers effectively
- Use precise language
- Use scoring rubric
- Use writer's checklist effectively
- Vary sentence length
- Write in a complete sentence

Assessments

Whole Group Novel:

1. Comprehension Questions
2. Vocabulary Quizzes
3. Class discussion
4. Novel Test
5. Working in groups
6. completed packet
7. reflective journals
8. reading fluency
9. Teacher Observation
10. Student Participation

Mini Project:

- diorama
- book report
- character reenactment

Writing:

1. Self Evaluation
2. Peer Conference
3. Teacher Conference
4. Rubric Assessment (Rewrite, Drafts, Final Draft)
5. Oral sharing with class critique

6. Use of Writer's Checklist

Guided Reading:

1. Bookmark
2. Group Participation
3. Work Habits
4. Following Directions
5. Utilization of time wisely

Word Works/Spelling/Vocabulary

1. Assess word attack skills during guided reading
2. Sitton Cloze spelling assessments
3. Completion of Sitton Book Activities
4. Oral Dictation

Lessons/Learning Scenarios

Whole Group Novel:

1. Introduce Novel and build background information
2. Set expectations on packet completion
3. Make predictions based on cover and author notes
4. Discuss elements of a fiction novel
5. Discuss how the dialect of a character helps with character development
6. Discuss character traits that identify the main character and secondary characters
7. Introduce word web as a way of making sense of unfamiliar vocabulary
8. Discuss story conflict
9. Identify central theme and details from the story that identify the theme
10. Use word web as a way of making sense of unfamiliar vocabulary
11. Discuss story conflicts
12. Compare and contrast novel character to self
13. Discuss connections to self, world, and text

Writing:

1. Explain and show example of speculative writing prompt
2. Highlight important information in the prompt
3. Model using elmo or overhead, teacher's brainstorming sheet
4. Review writing process through modeling
5. Introduce different graphic organizers for writing
6. Explain the importance of writing a good web
7. Review good sentence structure
8. Review elaboration and use of dots
9. Introduce the state writing component as a writing linked to a poem
10. Explain the format of the prompt including bullets that we need to be answered
11. Model for the class poem and prompt using "Missing Frogs"
12. Discuss meaning and possible topics

13. Develop opening and paragraphs for a poem
14. Students write first draft
15. Peer Conference
16. Teacher Conference
17. Self Edit/Revision
18. Oral Sharing
19. Review basic forms of stanzas
20. Share teacher created poems
21. Model specific format used of bio-poem
22. Read and understand the tone of poems
23. Read examples of poems: Dr. Seuss, Shell Silverstein, Poe

Mini Lessons:

- compositional risks
- rhetorical question
- dialog
- figurative language
- closings (full circle, ambiguous ending, surprise ending)
- transition words
- closings more vivid language
- Descriptive words

Edit and Revise

- capitalization
- punctuation
- paragraphing
- spelling
- tense

Guided Reading:

1. Introduce Book
2. Discuss Book Layout
3. Set purpose for reading based on group needs
4. Review bookmark and how to use it effectively
5. Read silently and model how to effectively use it
6. Read silently and model how to use bookmark, highlighter tape, sticky notes
7. Addresses the 6 strategies of reading based on group needs

Word Works/Spelling/Vocabulary

Structural Analysis:

- Roots: Press, depend, marine, beauty, class, unity, electric, happy pretty, continue, live, converse, swim, value, forgot, please
- Suffixes: -ward, -ous, -ive, -ic
- Syllabication

Phonics:

- /ou/, /o/, and /oi/
- Consonant blends
- Changing y to i
- Digraphs

Polysyllabic words: root words (cognates); prefixes and suffixes

Use of known words to understand the meaning of unknown words

Month-by-Month Phonics book

Sitton Spelling

Create a student and class word wall

Introduction of 5 new words each week

Complete write/rewrite, chant write in portable word wall

class participation/discussion

Fix it (editing and proofreading)

Add it (find commonality among groups of words)

Fix it (complete and open ended prompt)

- proof reading
- creativity
- thinking writing

Mind Reader

Construction of "No Excuse Words" on desk for personal reference and related posters w/picture associations

Discussion of weeks words:

- Meaning
- Pattern
- Spelling
- Usage

Vocabulary: word families, multiple-meaning words, homophones, movement words, sound words, acronyms

Standards

and spelling when writing.

LA.5.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.5.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.5.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.5.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LA.5.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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LA.5.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.5.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.5.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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LA.5.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.5.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.5.CCSS.ELA-Literacy.CCRA.W.10	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 tasks, purposes, and audiences.
LA.5.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-Literacy.L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.5.10	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.
CCSS.ELA-Literacy.RF.5.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSS.ELA-Literacy.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Resources

Whole Group Novel:

1. Indian in the Cupboard

Writing:

1. Units of Study by Lucy Calkins
2. Mentor Texts

Guided Reading:

1. Leveled books

Word Works/Spelling/Vocabulary

1. Sitton Packets