

Trimester 1

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Essential Questions

Whole Group Novel:

1. Why did my teacher choose this book?
2. What is realistic fiction?
3. What do I already know about the genre of this book?
4. What prior knowledge do I have about the setting or characters in this book?
5. What is the central theme throughout the novel?
6. How is figurative language used in the novel to enhance the story?

Writing:

1. What is a personal narrative?
2. What are the key elements of personal narrative?
3. How do good writers develop a well-written paper?
4. How can gathering entries help you write a good story?
5. What is a seed story?
6. How do following the rules of grammar help develop a well-written product?
7. Who is my audience?
8. Why use a rubric in writing?
9. How does a good writer communicate effectively?
10. What makes a good opening?

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

Whole Group Short Reads:

1. What type of books lend themselves to various reading strategies?
2. What are the key/primary reading strategies/skills?

3. How can I use such skills to help me better understand what I'm reading?

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 Shiloh by Phyllis Reynolds Naylor.

Novel option: Wonder, RJ Palacio

Writing:

Define Personal Narrative

Understand elements of a personal narrative

- brainstorm topics
- graphic organizers
- rough draft
- revise and edit
- peer and teacher conference
- final draft

Mini-Lessons

- add details
- capitalization rules
- sentence structure
- paragraph structure
- using mentor texts
- strategies for generating personal narratives
- adding figurative language

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

Choosing "just right books" for personal choice reads as well as mini whole group reads.

Whole group mini read working with various reading strategies: "The Dot", "The Three Questions", etc.

Word Works/Spelling/Vocabulary

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

Skills

- Analyze Plot
- Build Fluency and Sentence Coherency
- Context Clues
- Descriptive words
- Determine the meaning of unfamiliar word
- Elaborate and Delete
- 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/Listen to novel and discuss
- Recognize Character Traits
- Reread for Understanding
- Review and Edit
- Revise
- Understand the purpose of a narrative
- Use capitalization properly
- Use Dictionary/Glossary
- Use precise language
- Vary sentence length
- Write a multi-paragraph narrative
- Write in a complete sentence

Assessments

Whole Group Novel:

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

Writing:

1. Student Portfolio/writer's notebook
2. Self Evaluation/writer's checklist/editing checklist
3. Peer Conference
4. Teacher Conference
5. Rubric Assessment (Rewrite, Drafts, Final Draft)

Guided Reading:

1. Bookmark
2. Group Participation
3. Work Habits
4. Following Directions

5. Utilization of time wisely

1. Teacher made graphic organizers/bookmark/ strategy brochure
2. Whole group discussion/ teacher guided support
3. Related open-ended questioning utilizing RESE (RATE) strategy

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 character traits that identify the main character and secondary characters
5. Introduce word web as a way of making sense of unfamiliar vocabulary
6. Discuss story conflict
7. Identify central theme and details from the story that identify the theme
8. Discuss problems in the story
9. Compare and contrast novel character to self
10. Discuss connections to self, world, and text

Writing:

1. Review writing process through modeling
2. use Lucy Calkins Personal Narrative book, student samples, mentor texts
3. Introduce different graphic organizers for writing
4. Explain the importance of writing multiple drafts of the same story.
5. Review good sentence structure
6. Introduce opening techniques
7. Review editing checklist, writers checklist
8. Peer Conference
9. Teacher Conference
10. Self Edit/Revision
11. Oral Sharing

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. Reade silently and model how to effectively use it
6. Read silently and model how o use bookmark, highlighter tape, sticky notes
7. Addresses the 6 strategies of reading based on group needs

1. Book intro
2. Strategy outline/brochure
3. Read-a-loud and pause for student input/ answer related questions utilizing strategy brochure
4. Understand significance of strategies when reading/ value to comprehension
5. Utilize such short reads and answer open-ended questions connected to stories
6. Use of holistic scoring rubric

Word Works/Spelling/Vocabulary

Structural Analysis:

- Base words
- Compound Words
- Roots: pose, courage, hope, cover, friend, rich, music, possible, expense, govern, press, depend, marine, port, finish
- Prefix- sub-
- Month by Month Phonics

Phonics:

- Short Vowels
- Long vowel sounds: /a/, /e/, and /i/
- /k/ and /kw/

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

- Base words
- Compound Words
- Roots: pose, courage, hope, cover, friend, rich, music, possible, expense, govern, press, depend, marine, port, finish
- Prefix- sub-
- Month by Month Phonics

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)

- 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: Guide words, dictionary definitions, words from other languages, weather words, words from mythology, geology words

Standards

| | |
|---------------------------------|---|
| LA.5.CCSS.ELA-Literacy.CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| 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 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| 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.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.5.9 | 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.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. |
| CCSS.ELA-Literacy.SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

Resources

Whole Group Novel:

1. Novel Shiloh by Phyllis Reynolds Naylor
2. Novel Wonder by RJ Palacio

Writing:

1. Units of Study by Lucy Calkins
2. Mentor Texts: Eleven,

Guided Reading:

1. Leveled books

Word Works/Spelling/Vocabulary

1. Sadlier Vocabulary Workshop Level Blue