

# Trimester 3

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 are the elements of a fantasy novel?
2. Why is the setting of a fantasy novel so important?
3. What is the difference between reality and fantasy?
4. Why is character development important in a novel?
5. Why are predictions important to do before reading a novel?
6. Why is it important for readers to ask questions during their reading?
7. Why are connections (T/S, T/T, T/W) Important to make during reading?

Writing:

1. Why do writer's use persuasive writing?
2. What key elements are incorporated in a persuasive writing?
3. Why should you specifically state your goal of your writing?
4. How do you effectively support your goal using prior knowledge and facts/opinions?
5. How to choose an appropriate topic?
6. How can you effectively incorporate transitions, mature vocabulary, simile/metaphor, full-circle ending and call for action?
7. Why are graphic organizers and prewriting so important?
8. How effective is the use of supporting details and fact vs. opinion?

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 The Lion, the Witch, and the Wardrobe by C.S. Lewis .

Analyze plot

Identify conflict

Make Inferences

Make Predictions

Make Connections

Character Development

Writing:

Discuss being for and against a topic

Use of graphic organizers as prewriting activity

Revision and editing skills include the following:

- good opening
- hook
- descriptive words
- statement of position on topic
- three supporting details
- punctuation
- capitalization
- spelling
- verb agreement
- accurate sentence structure
- use of focus correction

Guided Reading:

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

Work on comprehension strategies:

- Making Connections
- 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. reflective journals
7. reading fluency
8. Teacher Observation
9. Student Participation
10. Creating a newspaper article highlighting an important event in the novel
11. Create a map of Narnia marking all important places in the novel
12. Literature Circles
13. Create a Story Map
14. Packet Activities

### 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
7. State Rubric

### 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 fantasy novel
5. Discuss character traits that identify the main character and secondary characters
6. Introduce word web as a way of making sense of unfamiliar vocabulary
7. Discuss story conflict
8. Identify central theme and details from the story that identify the theme (Good vs. Evil)
9. Use word web as a way of making sense of unfamiliar vocabulary
10. Discuss story conflicts
11. Compare and contrast novel character to self
12. Discuss connections to self, world, and text
13. Utilize text to correctly answer comprehension questions in their packet

### Writing:

1. Brainstorm Possible Topics
2. Highlight important information in the prompt
3. Work through to decide which topic would be best to write about
4. Review prewriting process through modeling
5. Teacher models good ntro paragraph w/use of hook, statement of position, and three supporting details
6. Students elaborate on each of the three supporting details mentions in the 1st paragraph
7. Teacher models use of graphic orgaizer to highlight topic, voce, quotation (optional), statements of fact/minimal opinion, call to action, full circle ending
8. Introduce different graphic organizers for writing
9. Explain the importance of writing a good web
10. Review good sentence structure
11. Review elaboration and use of dots
12. Introduce the state writing component as a writing linked to a poem
13. Explain the format of the prompt including bullets that we need to be answered
14. Model for the class poem and prompt using "Missing Frogs"
15. Discuss meaning and possible topics
16. Develop opening and paragraphs for a poem
17. Students write first draft
18. Peer Conference
19. Teacher Conference
20. Self Edit/Revision
21. Oral Sharing
22. Review basic forms of stanzas
23. Share teacher created poems
24. Model specific format used of bio-poem
25. Read and understand the tone of poems
26. Read examples of poems:Dr. Seuss, Shell Silverstein, Poe

### Mini Lessons:

- "Just Say More"
- USe of effective transitioning
- Use of Simile/Metaphor

- Use of elmo and students writings to effectively model each mini lesson
- Stress the importance of sentence fluency and coherent sentences throughout

Refer back to scoring rubric when editing and revising

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:

- Possessives and contractions
- Latin Roots: voc, port, ped, struct
- Roots: honest, legal, response, understand, arrange, place
- Syllabication

Phonics:

- Final digraphs
- R-controlled vowels

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

---

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.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.
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. 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