

## Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Grade 5	
Unit 1:	<b>Finding A Way</b>	Duration	6 weeks
Unit 2:	<b>Common Goals</b>	Duration	7 weeks
Unit 3:	<b>Go With The Flow</b>	Duration	7 weeks
Unit 4:	<b>Dare To Be Great</b>	Duration	6 weeks
Unit 5:	<b>Making A Difference</b>	Duration	5 weeks
Unit 6:	<b>Feats Of Daring</b>	Duration	6 weeks
Other	<b>**Standards Checklist</b>		
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title:** Finding A Way

**Unit #: Theme 1**

**Course or Grade Level:** LAL – Grade 5

**Length of Time:** 6 weeks

<b>Reading Pacing</b>	<b>Week of / Lesson</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	9-10	Benchmark testing/ Running Records		
	9-17 / Lesson 1	Plot: Conflict & Resolution	Realistic Fiction	Introduce Summarizing
	9-24 / Lesson 2	Plot: Conflict & Resolution	Autobiography	
	10-1 / Lesson 3	Character's Motives	Historical Fiction	
	10-9 / Lesson 4	Character's Motives	Biography	
	10-15 Lesson 5 Theme test	Plot: Conflict & Resolution  Character's Motives	Readers' Theater	
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<p>How and why do good readers identify conflict and resolution?            How and why do good readers determine a character's motives?            How and why do good readers use the plot to summarize text?            What are the components of a complete sentence?            What are the various types of sentences?            How do good readers use context to generate meaning?</p>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>            Plot: Conflict and Resolution            Character's Motives  <b>Summarize Text</b>            Readers' Theater</p> <p><b><u>Spelling/Phonics</u></b>            Words with Closed Syllables: Short Vowel Patterns            Words with Long Vowels and Vowel Digraphs            Words with Variant Vowels            Words with –ed and –ing endings</p> <p><b><u>Grammar</u></b>            Complete, Declarative and Interrogative Sentences            Imperative and Exclamatory Sentences; Interjections            Subjects and Predicates</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b>            Recognize plot events, conflict, resolution in a story            Understand how conflicts are resolved in a story            Recognize that author's reveal a character's motives through traits, thoughts, words, and actions            Make inferences regarding a character's motives in a text</p>			

	<p>Compare and contrast two or more characters using specific details from the text</p> <p>Discuss how characters respond to challenges</p> <p>Summarize Text</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with closed syllables, short and long vowel digraphs, variant vowels, and –ed and –ing endings</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><b><u>Grammar</u></b></p> <p>Identify sentence parts</p> <p>Use subjects and predicates correctly in writing</p> <p>Identify, form, and use complete declarative, interrogative, imperative, exclamatory sentences, interjections</p>
<b>Writing Content</b>	<b>Launching the Writing Workshop and Memoir</b>
<b>Writing Skills</b>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• understand and follow writing workshop routines and norms</li> <li>• understand the role of the Writer’s Notebook &amp; use it effectively</li> <li>• select a topic by rereading their notebook</li> <li>• write about significant topics and big ideas by writing focused stories to illustrate them</li> <li>• dive deep into their topics</li> <li>• study published texts to get ideas for ways to structure their own texts</li> <li>• confer with themselves by asking themselves questions</li> <li>• craft stories that include internal journeys</li> <li>• spotlight significant details</li> <li>• write about ideas</li> <li>• revise by rereading their writing intently, in order to learn from it how we need to revise</li> <li>• use metaphors for meanings</li> <li>• edit to match sound to meaning</li> <li>• an author's celebration:</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples, Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Storytown, Picture Books (i.e. <u>The Lorax</u>, <u>The Ugly Duckling</u>, <u>Rumplestiltskin</u>, <u>Chrysanthemum</u>, <u>Amazing Grace</u>, <u>Ruby the Copycat</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text (Biography); Book Project</li> <li>• <i>Memoir : The Art of Writing Well</i>, Units of Study for Teaching Writing Grades 3-5 by Lucy Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.</li> </ul>

**Common Core State Standards**

**Grade: 5**

**Strand:**

**Category:**

RL.5.1, **RL.5.2**, RL.5.3, RL.5.4, RL.5.6, RL.5.9, RL.5.10, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

SL.5.1, SL.5.2, SL.5.6

#. Standard: W.5.3 (a, b, c and d), W.5.5 , W.5.4

**Career and College Readiness Anchor Standards:**

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title:** Common Goals

**Unit #: Theme 2**

**Course or Grade Level:** LAL – Grade 5

**Length of Time:** 7 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	10-22/ Lesson 6	Theme	Realistic Fiction	
	10-29 / Lesson 7	Theme	Historical Fiction	
	11-5 / Lesson 7 (continued)	Theme	Historical Fiction	
	11-12 / Lesson 8	Text Structure: Sequence	Narrative Nonfiction	Introduce various points of view
	11-19 / Lesson 9	Text Structure: Sequence	Narrative Nonfiction	
	11/26 / Lesson 9 (continued)	Text Structure: Sequence	Narrative Nonfiction	
	12/3 / Lesson 10 Theme Test	Theme Text Structure: Sequence	Readers' Theater	
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<p>How and why do good readers identify theme?</p> <p>How and why do good readers use sequencing text structure to help comprehension?</p> <p>How and why do good readers determine how “point of view” effects a how a story is told?</p> <p>How do good readers/writers identify and compose compound subjects and predicates?</p> <p>What are prepositions/prepositional phrases?</p> <p>How do good readers /writers identify and compose simple/compound/complex sentences?</p> <p>How do good readers use context to generate meaning?</p>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>            Theme            Text Structure: Sequence            Point of View            Readers' Theater</p> <p><b><u>Spelling/Phonics</u></b>            Words with Consonant + -le            Words with VCCV, Same Medial Consonants            Words with VCCV, Different Medial Consonants            Words with the VCCCV Pattern</p> <p><b><u>Grammar</u></b>            Compound Subjects and Predicates            Simple and Compound Sentences            Prepositions and Prepositional Phrases            Clauses and Phrases: Complex Sentences</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b>            Identify the theme of the story</p>			

	<p>Understand how characters' qualities and actions contribute to the theme</p> <p>Use time clues to identify the sequence of events in a selection</p> <p>Understand that sequence is one text structure authors use to organize text</p> <p>Analyze multiple accounts of the same event or topic, noting similarities and differences in the points of view they represent</p> <p>Analyze how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone, or beauty of a text (myth/poetry)</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with consonant –le, VCCV patterns, and VCCCV patterns</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><b><u>Grammar</u></b></p> <p>To use compound subjects and predicates correctly in writing and speaking</p> <p>To use prepositions and prepositional phrases correctly in writing and speaking</p>
<b>Writing Content</b>	<b>Opinion Writing: Literary Essays: Writing about Reading (Historical Fiction)</b>
<b>Writing Skills</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• study published literary essays in order to find structures for their own literary essays</li> <li>• flesh out stories by envisioning them and living vicariously through the characters</li> <li>• study the characters to grow significant topics</li> <li>• ask, "What's this story really about?" and then analyze the ways the author deliberately crafts the story to convey this meaning</li> <li>• draw on their life experience to understand and develop ideas about texts</li> <li>• select seed ideas to craft into thesis statements</li> <li>• summaries to help them support their points</li> <li>• create drafts out of collections of evidence</li> <li>• make final revisions and edits to their essays</li> <li>• participate in a celebration by sharing own essay and by actively listening and responding to classmates' essays</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples, Projects</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Storytown, Picture Books (i.e. <u>Doug-Dennis &amp; the Flyaway Fib</u>, <u>A Bad Case of Stripes</u>, <u>Mufaro's Beautiful Daughters</u>, <u>The Mitten</u>, <u>Where the Wild Things Are</u>, <u>George Washington Picture Book Biography</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects</li> <li>• <i>Literary Essays: writing about reading</i> Units of Study for Teaching Writing by Lucy Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.</li> </ul>

**Common Core State Standards**

**Grade: 5**

**Strand:**

**Category:**

RL.5.1, RL.5.2, RL.5.3, RL 5.6, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RL.5.7, RI.5.9, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4,

SL.5.6

#. Standard: W.5.1 (a, b, c and d)

**Career and College Readiness Anchor Standards:**

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title:** Go With The Flow

**Unit #: Theme 3**

**Course or Grade Level:** LAL – Grade 5

**Length of Time:** 7 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	12/10 Lesson 11	Compare & Contrast	Historical Fiction	
	12/17 Lesson 11 (cont.)	Compare & Contrast	Historical Fiction	
	1/2/ Lesson 12	Text Structure: Compare & Contrast	Informational Narrative	
	1/7 / Lesson 12 (con't)	Text Structure: Compare & Contrast	Informational Narrative	
	1/14 / Lesson 13	Cause & Effect	Tall Tale	
	1/22 Lesson 14	Text Structure: Cause & Effect	Expository Nonfiction	
	1/28 Benchmark			No Theme Test – Give Benchmark & Running Records for At-Risk students.
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<p>How and why do good readers use compare/contrast as a tool for comprehension?            How and why do good readers use cause and effect to enhance comprehension?            How does a good reader/writer identify and use nouns (common/proper/singular/possessive/pronouns/antecedents) effectively?            How do good readers use context to generate meaning?</p>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>            Compare and Contrast            Text Structure: Compare and Contrast            Cause and Effect            Readers' Theater</p> <p><b><u>Spelling</u></b>            Words with VCV            Words with Prefixes <i>re-</i>, <i>un-</i>, <i>non-</i>            Words with Suffixes, <i>-able</i>, <i>-ible</i>, <i>-ment</i>, <i>-less</i>            Words with Ending <i>schwa +n</i>, <i>schwa +l</i>, <i>schwa +r</i></p> <p><b><u>Grammar</u></b>            Common and Proper Nouns            Singular and Plural Nouns            Possessive Nouns            Pronouns and Antecedents</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b>            Identify compare and contrast as a text structure            Compare and contrast characters, events, and settings</p>			



	<p>Recognize cause and effect as a text structure</p> <p>Explain the relationship/interactions between two or more individuals, events, ideas or concepts based on specific information in the text</p> <p>Compare and contrast overall structure (chronological, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with VCV pattern, prefixes <i>re</i>, <i>un</i>, &amp; <i>non</i>, suffixes, <i>-able</i>, <i>-ible</i>, <i>-ment</i>, <i>-less</i>, and with <i>schwa +n</i>, <i>schwa +l</i>, <i>schwa +r</i> ending</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><b><u>Grammar</u></b></p> <p>To use common and proper nouns correctly in writing and speaking</p> <p>To use singular and plural nouns correctly in writing and speaking</p> <p>To use possessive nouns correctly in writing and speaking</p> <p>To use pronouns and antecedents correctly in writing and speaking</p>
<b>Writing Content</b>	<b>Realistic Fiction</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• generate topics and ideas for stories from daily life and from past writing</li> <li>• create draft and see the world through the character's skin</li> <li>• edit, by rereading their writing several times for several reasons</li> <li>• learn that fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits</li> <li>• develop characters not only by telling about their motivations and struggles, but also by creating scenes that show these things</li> <li>• sketch out possible plot lines for stories often on "story mountains" that represent traditional story structure</li> <li>• write scenes and "stay in the scene"</li> <li>• craft endings</li> <li>• revise with various lens</li> <li>• edit with various lenses</li> <li>• share his/her writing with the world; read with fluency &amp; expression</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Storytown, Picture Books (i.e. <u>Stellaluna</u>, <u>The Pain and the Great One</u>, <u>That's Good, That's Bad, If You Give a Mouse a Cookie</u>, Comet's Nine Lives, The Day Jimmy's Boa Ate the Wash), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects, Science Text</li> <li>• <i>Writing Fiction: Big dreams, Tall Ambitions</i>, Units of Study for Teaching Writing by Lucy</li> </ul>

Calkins, Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.

**Common Core State Standards**

**Grade: 5**

**Strand:**

**Category:**

RL.5.1, RL.5.3, RL. 5.9, RI.5.1, RI. 5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8, RI.5.9, RF.5.3, RF.5.4

L.5.1, L.5.2, L.5.3, L.5.4,

SL.5.6

#. Standard: W.5.3 (a, b, c and d), W. 5.5, W.5.4

**Career and College Readiness Anchor Standards:**

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title: Dare to be Great**

**Unit #: Theme 4**

**Course or Grade Level: LAL – Grade 5**

**Length of Time: 6 weeks**

<b>Reading Pacing</b>	<b>Week of / Lesson</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	2/4 -Lesson 16	Make Inferences	Realistic Fiction	
	2/11-Lesson 17	Make Inferences	Realistic Fiction	
	2/18 – Lesson 17 (con't)	Make Inferences	Realistic Fiction	
	2/25-Lesson 18	Main Idea and Details	Realistic Fiction	
	3/4 -Lesson 19	Main Idea and Details	Biography	
	3/12-Lesson 20 Review & Theme Test	Make Inferences Main Idea and Details	Readers' Theater	
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<p>How and why do good readers make inferences to aide comprehension?            How and why do good readers identify, and distinguish between, main idea and details?            How do good readers/writers identify main and helping verbs?            How do good readers/writers identify and use pronouns (subjective/objective/possessive/reflexive) correctly?            What are adjectives and articles?            How do good readers use context to generate meaning?</p>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>            Make Inferences            Main Idea and Details            Readers' Theater</p> <p><b><u>Spelling</u></b>            Words with Prefixes <i>-im, -in, -ir, -il</i>            Words with Ending with <i>-ant, -ent, -eer, -ist, -ian</i>            Words with Suffixes <i>-ous, -eous, -ious</i>            Homophones</p> <p><b><u>Grammar</u></b>            Main and Helping Verbs            Subjective and Objective – Case Pronouns            Possessive and Reflexive – Case Pronouns            Adjectives and Articles</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b>            Make inferences and support inferences with text evidence and personal experience            Recognize the main idea of a text and identify details that support that main idea            Analyze how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone, or beauty of a text (folktale)            Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p>			

	<p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with prefixes <i>-im, -in, -ir, -I, l</i> ending with <i>-ant, -ent, -eer, -ist, -ian,</i>, suffixes <i>-ous, -eous, -ious,</i> and homophones</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><b><u>Grammar</u></b></p> <p>To use main and helping verbs correctly in writing and speaking</p> <p>To use subjective/objective case pronouns correctly in writing and speaking</p> <p>To use possessive/reflexive case pronouns correctly in writing and speaking</p> <p>To use adjectives and articles correctly in writing and speaking</p>
<b>Writing Content</b>	<b>Persuasive Essay</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• select a topic that lends itself to persuasive writing</li> <li>• generate lists as a method for topic selection: Things that bother me in the world; Finding an audience to persuade; Reading notebook entries for “hidden” persuasion</li> <li>• write a persuasive lead</li> <li>• develop strong opinions</li> <li>• write a call to action: What do you want your reader to believe?</li> <li>• use repetition to persuade</li> <li>• use storytelling as a persuasive technique</li> <li>• write short, declarative sentences to persuade</li> <li>• use transitional words and phrases to connect sentences and paragraphs</li> <li>• write a conclusion that re-states the thesis</li> <li>• select one piece from a series of notebook entries to revise and bring to publication</li> <li>• share his/her writing with the world; read with fluency &amp; expression</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Storytown, Picture Books (i.e. <u>Wreck of the Zephyr</u>, <u>Gleam and Glow</u>, <u>Teammates</u>, <u>The Important Book</u>, <u>Chair For My Mother</u>, <u>The Great Kapok Tree</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects</li> <li>• Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.</li> </ul>
<b>Common Core State Standards</b>	
<b>Grade:</b>	
<b>Strand:</b>	

<b>Category:</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RI.5.1, RI.5.2, RI.5.4, RI.5.8; RF.5.3, RF.5.4
	L.5.1, L.5.2, L.5.3, L.5.4,
	SL.5.6
	<b>#. Standard: W.5.1 (a, b, c, and d)</b>
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title: Making a Difference**

**Unit #: Theme 5**

**Course or Grade Level: LAL – Grade 5**

**Length of Time: 5 weeks**

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	3/18 - Lesson 21	Author's Purpose and Perspective	Expository Nonfiction	
	3/25 - Lesson 22	Author's Purpose and Perspective	Play	
	4/8 - Lesson 23	Literary Devices	Realistic Fiction	
	4/15 - Lesson 24	Literary Devices	Fantasy	
	4/22 - Lesson 25 Review and Theme Test	Author's Purpose and Perspective Literary Devices	Readers' Theater	
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<p>How and why do good readers</p> <p>How and why do good readers/writers identify and literary devices (simile, metaphor, personification, etc), how do good writers apply to enhance writing?</p> <p>What are verbs?</p> <p>How do good readers/writers identify action/linking, past/present/future tense, and perfect tense verbs?</p> <p>How do good readers use context to generate meaning?</p>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <p>Author's Purpose and Perspective</p> <p>Literary Devices</p> <p>Readers' Theater</p> <p><b><u>Spelling</u></b></p> <p>Words with prefixes <i>in-</i>, <i>out-</i>, <i>down-</i>, <i>up-</i></p> <p>Words with suffixes <i>-ation</i>, <i>-ition</i>, <i>-sion</i>, <i>-ion</i></p> <p>Words with silent letters</p> <p>Words with unusual plurals</p> <p><b><u>Grammar</u></b></p> <p>Action and Linking Verbs</p> <p>Present Tense; Subject-Verb Agreement</p> <p>Past and Future Tenses</p> <p>Perfect Tenses</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b></p> <p>Understand that author's have different purposes for writing (persuade, inform, entertain)</p> <p>Identify and discuss an author's perspective on a topic</p> <p>Recognize and understand literary devices</p> <p>Identify and use sensory language</p> <p>Analyze how the graphics or the media in a multimedia presentation help the reader understand more about</p>			

	<p>the meaning, tone, or beauty of a text (fables)</p> <p>Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text</p> <p>Determine or clarify the meaning of unknown words</p> <p>Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with prefixes <i>in-</i>, <i>out-</i>, <i>down-</i>, <i>up-</i>, suffixes <i>-ation</i>, <i>-ition</i>, <i>-sion</i>, <i>-ion</i>, silent letters, and unusual plurals</p> <p>Apply phonics and word analysis skills in decoding words</p> <p><b><u>Grammar</u></b></p> <p>To use action and linking verbs correctly in writing and speaking</p> <p>To use present tense verbs correctly in writing and speaking.</p> <p>To apply subject-verb agreement to writing and speaking</p> <p>To use past and future tenses of verbs correctly in writing and speaking</p> <p>To use perfect tenses of verbs correctly in writing and speaking</p>
<b>Writing Content</b>	<b>Writing On Demand</b>
<b>Writing Skills</b>	<p><b>Speculative Writing (narrative):</b></p> <ul style="list-style-type: none"> <li>• review the scoring rubric for writing</li> <li>• read a prompt and plan for writing</li> <li>• write a draft</li> <li>• revise using craft lessons, (leads, word choice, voice, focus, structure, sentence structure details each week introduce a new prompt</li> </ul> <p><u>At the end of this cycle, the students will respond to unfamiliar speculative prompts in 30 minutes.</u></p> <p><b>Explanatory writing using poem prompt and a verbal prompt:</b></p> <ul style="list-style-type: none"> <li>• read a prompt aloud and plan for writing</li> <li>• write a draft</li> <li>• revise: structure of a composition, elaboration and transitioning words</li> <li>• each week introduce a new prompt</li> </ul> <p><u>At the end of this cycle, the students will respond to unfamiliar expository prompts in 30 minutes.</u></p> <p><b>Persuasive writing in a form of a letter:</b></p> <ul style="list-style-type: none"> <li>• read a prompt and plan for writing</li> <li>• writing a draft</li> <li>• revise: format of a letter, elaboration and transitioning words</li> <li>• each week introduce a new prompt</li> </ul> <p><u>At the end of this cycle, the students will respond to unfamiliar persuasive</u></p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Storytown, Picture Books (i.e. <u>Encounter</u>, <u>The True Story of the Three Little Pigs</u>, <u>Through My Eyes</u>, <u>The Giving Tree</u>, <u>Owl Moon</u>, <u>Fireflies</u>), Authentic Literature (Novels), Schoolhouse Rock, Nonfiction Text, Book Projects</li> <li>• Units of Study (Beth Asbury), 6+1 Traits, Teaching with Spice.</li> </ul>
<b>Common Core State Standards</b>	

<b>Grade: 5</b>	
<b>Strand:</b>	
<b>Category:</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.7, RI.5.8, RF.5.3, RF.5.4
	L.5.1, L.5.2, L.5.3, L.5.4, L.5.5
	SL.5.6
	<b>#. Standard: W.5.1, W.5.3, W.5.4, W.5.5</b>
<b>Career and College Readiness Anchor Standards:</b>	



**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title: Feats of Daring**

**Unit #: Theme 6**

**Course or Grade Level: LAL – Grade 5**

**Length of Time: 6 weeks**

<b>Reading Pacing</b>	<b>Week of / Lesson</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	4/29 - Lesson 26	Summarize and Paraphrase	Narrative Nonfiction	
	5/6 - (NJ ASK)			
	5/13 - Lesson 27	Summarize and Paraphrase	Biography	
	5/20 - Lesson 28	Fact and Opinion	Expository Nonfiction	
	5/28 - Lesson 29	Fact and Opinion	Biography	
	6/3 - Lesson 30	Fact and Opinion Summarize and Paraphrase	Readers' Theater	
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How and why do good readers summarize and paraphrase text?</li> <li>• How and why do good readers differentiate between fact and opinion?</li> <li>• What are irregular verbs, contractions, and adverbs?</li> <li>• How do good readers use context to generate meaning?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b> Summarize and Paraphrase Fact and Opinion Readers' Theater</p> <p><b><u>Spelling</u></b> Words with Prefix + Root Word + Suffix Words with Greek Word Parts Words with Latin Word Parts Borrowed Words</p> <p><b><u>Grammar</u></b> Irregular Verbs Contractions Adverbs</p>			
<b>Reading Skills</b>	<p><b><u>Comprehension</u></b> Summarize text, using most important information Paraphrase by retelling text in own words without changing the meaning Distinguish between fact and opinion Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text Determine or clarify the meaning of unknown words Present a dramatic interpretation and use strategies to engage audience</p> <p><b><u>Spelling/Phonics</u></b> Correctly spell words with prefix + root word + suffix, Greek and Latin word parts, and borrowed words Apply phonics and word analysis skills in decoding words</p>			

	<p><b><u>Grammar</u></b></p> <p>To use irregular verbs correctly in writing and speaking  To use contractions correctly in writing and speaking  To use adverbs correctly in writing and speaking</p>
<b>Writing Content</b>	<b>Feature Article</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>define the characteristics of a feature article</li> <li>determine the purpose of a feature article by asking key questions</li> <li>generate and focus a topic and purpose by asking key questions</li> <li>analyze and understand the types of information included in a feature article</li> <li>organize information in the best organizational structure according to purpose: categories; time order sequence; question/answer format</li> <li>draft expository paragraphs</li> <li>craft an introduction</li> <li>write a conclusion</li> <li>use punctuation to create strong voice or tone</li> <li>use an editing checklist to prepare for publication</li> <li>Participate in a Writing Celebration: Reading with Fluency &amp; Expression/Listening &amp; Appreciating the Work of Others</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>TBD</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Storytown, Picture Books (i.e. <u>Snowflake Bentley</u>), Authentic Literature (Novels), Schoolhouse Rock, Scholastic News, Nonfiction Text, Book Projects</li> <li>Units of Study (Beth Asbury- Including On-Demand and Celebration), 6+1 Traits, Teaching with Spice.</li> </ul>
<b>Common Core State Standards</b>	
<b>Grade:</b>	
<b>Strand:</b>	
<b>Category:</b>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RF.5.3, RF.5.4</p> <p>L.5.1, L.5.2, L.5.3, L.5.4,</p> <p>SL.5.6</p> <p><b>#. Standard: W.5.1 (a, b, c, and d)</b></p>
<b>Career and College Readiness Anchor Standards:</b>	

Revised:

Pine Hill Schools District  
Grade 5

Below please find the CCSS reference sheet to assist you with monitoring the implementation of *some* of the standards. Please place a check mark and date when a CCSS is implemented.

Common Core State Standards	Date (week of...)	Date (week of...)	Date (week of...)	Date (week of...)
<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led_ with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly				
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally				
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence				

Presentation				
<b>SL.5.4</b> 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.				
<b>SL.5.5</b> Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes				

<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation				
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<b>Independent Reading</b>				
<b>RL.5.10</b> 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				
<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently				