

Deer Valley Unified School District

Language Arts Curriculum



5th Grade

Spring, 2007

BLUEPRINT FOR GRADE 5 DVQRA – FIRST QUARTER

Hot and Cold Summer	Sees Behind Trees	Yang the Third...	Dear Mrs. Parks	Elena	We'll Never Forget..	Folk Tales from Asia
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.							
PO 2. Use context to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot). Q 24		X				X	
PO 6. Identify antonyms, synonyms, and homographs for given words within a text. Q 3	X	X					X

Concept 6: Comprehension Strategies Employ strategies to comprehend text.							
PO 4. Use graphic organizers to clarify the meaning of text. Q 1		X					
PO 6. Use reading strategies to comprehend text. Q 16, 17, 18, 19, 20, 25	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.							
PO 2. Identify the theme of a literary selection. Q 21				X	X		
PO 3. Distinguish between major and minor characters. Q 22, 23					X		
PO 9. Identify various genre of fiction based upon their characteristics. Q 11, 15	X	X	X	X	X	X	X

Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.							
PO 1. Identify the main idea and supporting details in expository text. Q 6, 8							
PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text. Q 12				X			
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. Q 2, 4, 5, 7				X			
PO 8. Draw valid conclusions based on information gathered from expository text. Q 9, 10, 13, 14						X	

BLUEPRINT FOR GRADE 5 DVQRA – SECOND QUARTER

Iditarod Dream	Wood-Song	Island of the Blue...	Ever-glades	Summer of Fire	Oceans	Seeing Earth from Space	Case of the Flying Saucer People
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.								
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words. Q 1, 4, 5				X		X	X	
PO 4. Determine the meaning of figurative language, including similes, personification, and idioms. Q 11	X	X	X	X				
Concept 6: Comprehension Strategies Employ strategies to comprehend text.								
PO 6. Use reading strategies to comprehend text. Q 12, 13, 14, 15	X	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 2. Identify the theme of a literary selection. Q 19			X					
PO 4. Analyze how character traits influence that character's actions. Q 16, 17			X					
PO 6. Determine all aspects of the setting in a literary selection. Q 18			X					
PO 9. Identify various genre of fiction based upon their characteristics. Q 10	X	X	X	X	X	X	X	X

Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 1. Identify the main idea and supporting details in expository text. Q 6, 7		X				X	X	X
PO 3. Determine author's main purpose for writing the expository text. Q 8		X						
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. Q 3, 9								
PO 6. Interpret information from graphic features of expository text. Q 2		X			X	X	X	
Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO 1. Locate specific information from functional text. Q 22					X			
PO2. Interpret details in functional text for a specific purpose to answer questions. Q 20, 21					X			
Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.								
PO2. Identify the intended effect of persuasive vocabulary that the author uses to influence readers' opinions. Q 23, 24, 25								X

BLUEPRINT FOR GRADE 5 DVQRA – THIRD QUARTER

Hattie's Birthday Box	William Shakespeare and the Globe	The World of William Joyce ...	Satchmo's Blues	Evelyn Cisneros Prima Ballerina	The Fun They Had	Off and Running	Little by Little
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.								
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words. Q 15, 17	X		X	X	X	X	X	
PO 2. Use context to determine the intended meaning of a word with multiple meanings. Q 2	X	X					X	X
PO 4. Determine the meaning of figurative language, including similes, personification, and idioms. Q 16	X							

Concept 6: Comprehension Strategies Employ strategies to comprehend text.								
PO 6. Use reading strategies to comprehend text. Q 7, 8	X	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 4. Analyze how character traits influence that character's actions. Q 3, 4	X						X	
PO 9. Identify various genre of fiction based upon their characteristics. Q 5, 6	X	X	X	X	X	X	X	X

Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 1. Identify the main idea and supporting details in expository text. Q 19					X			
PO 3. Determine author's main purpose for writing the expository text. Q 22								X
PO 4. Locate specific information by using organizational features of expository text. Q 13, 14								
PO 5. Locate appropriate print and electronic reference sources for a specific purpose. Q 12, 18								
PO 8. Draw valid conclusions based on information gathered from expository text. Q 1, 20, 21								

Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO2. Interpret details in functional text for a specific purpose to answer questions. Q 23, 24, 25								

Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.								
PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text. Q 11								
PO 2. Identify the intended effect of persuasive vocabulary that the author uses to influence readers' opinions. Q 10								
PO 3. Identify the intended effect of persuasive strategies that the author uses to influence readers' perspectives. Q 9								

Trophies

Distant Voyages

Theme 1 - Look Inside

In this theme, students will learn about young people who discover their strengths and abilities.

Essential Question: What are your gifts?

Additional Theme Related Books

Easy

- Anasazi, by Leonard Everett Fisher
- I'm New Here, by Bud Howlett
- The Adventures of Ali Baba Bernstein, by Johanna Hurwitz
- The Laziest Boy in the World, by

Lensey Namioka

- The Statue of Liberty, by Patricia Ryon Quiri
- If a Bus Could Talk: The Story of Rosa Parks, by Faith Ringold

Average

- Martin Luther King, Jr.: Free at Last, by David Adler
- Immigrant Girl: Becky of Eldridge Street, by Brett Harvey
- The Hot and Cold Winter, by Johanna

Hurwitz

- Aldo Peanut Butter, by Johanna Hurwitz
- Mexico!: 40 Activities to Experience Mexico Past and Present, by Susan Milord
- Yang the Youngest and His Terrible Ear, by Lensey Namioka
- I Am Rosa Parks, by Rosa Parks with Jim Haskins
- Clambake: A Wampanoag Tradition, by Russell Peters
- Kids Explore the Gifts of Children with Special Needs, Westridge Young Writers Workshop

Challenging

- Live Writing, by Ralph Fletcher
- In the Year of the Boar and Jackie Robinson, by Bette Bao Lord
- Buffalo Hunt, by Russell Freedman
- Lily's Crossing, by Patricia Reilly

Giff

- The Facts and Fiction of Minna Pratt, by Patricia MacLachlan
- Dare to Dream, Angela Shelf Medearis
- Dog Days, by Colby Rodowsky
- American Indian Children of the Past, by Victoria Sherrow
- Do People Grow on Family Trees? by Ira Wolfman

Theme: Look Inside		Genre: Realistic Fiction		Reading Selection: "The Hot and Cold Summer" by Johanna Hurwitz		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn about young people who discover their strengths and abilities. Students will be encouraged to look within themselves and examine their own unique attributes.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		20H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		20G-20H T10-T12B	
Preparing to Read - <i>Make and Confirm Predictions</i> <i>Genres</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		20J, 20K 22-23	
		PO 2. Confirm predictions about text for accuracy.	I		20J	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	I		45A-45B, 45E, T4	
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	E	Q1, Q2, Q3	20G, 22	
Vocabulary - <i>Prefixes, Suffixes, and Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	20I, 44, 45K S4-S5, T2	
Context Clues		–Use context clues to understand the meaning of words in text.	I		20-21 S2-S3	
Word Origins		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		45K	
Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	E	Q1	45K	
Guided Comprehension <i>"The Hot and Cold Summer"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	I		42-43	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	22-40	

Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		22-40 45M-45P T12A
Cross-Curricular Connections		–Science: Exploring Native Species –Social Studies: Exploring Countries	N		20E-20F
Writing <i>Narrative Paragraph</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: characters, a setting, a plot, sensory details, clear language, logical sequence of events.	E		45E-45F S6-S7 R4-R5
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 2 Concept 3: Voice <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Declarative and Interrogative Sentences</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 2. Punctuate endings of sentences using periods, question marks and exclamation points.	I		45G-45H S7, T3
Spelling		PO 7. Spell high-frequency words correctly.	I		45C, 45I-45J
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening		Telephone Dialogue and Listening to a Dialogue	N		45L

CONCEPT MAP

Grade 5

Key Concepts:

Knowing the meaning of common prefixes, suffixes, and roots can help a reader understand unfamiliar words.

Roots, prefixes, and suffixes all have meanings by themselves. Combining them results in a new word with a different meaning.

Good readers let their thoughts leap ahead, thinking about what might come next.

Realistic fiction tells about characters and events that are like people and events in real life.

A declarative sentence makes a statement and ends with a period. An interrogative sentence asks a question and ends with a question mark.

Voice is a writer's way of expressing his or her thoughts and feelings. An important part of voice is viewpoint.

Theme: **Self-Discovery** Look Inside

Reading Selection: "The Hot and Cold Summer" by Johanna Hurwitz

Objectives:

- To use word structure to determine and clarify meaning
- To understand that making and confirming predictions increases readers' involvement with and enjoyment of a text
- To read and understand realistic fiction
- To understand declarative and interrogative sentences
- To use voice in writing a narrative paragraph

Strategies:

Prefixes and Affixes: Build words by adding the following prefixes and suffixes.

anti- "against"
co-, col-, come-, con- "with"
de- "opposite, down"
in-, im- "in, into; not"
-ion, -tion, -ition, -ation "act, process state"
-less "without"
-ment "act, action, state of"
-ous, -ious, -eous "having, full of (i.e., power + less = powerless)

Key Vocabulary:

authority – a person who has special knowledge; an expert

souvenir – something kept as a reminder of a special time or place

incredible – so strange or unusual as to be unbelievable

VOW – a serious promise or pledge

commotion- a burst of noise and confusion

exhausted – very tired, fatigued

Predictions: Use a two-column table as a graphic organizer to record predictions and what actually happens.

Sentences: Given a declarative sentence, change it into an interrogative sentence and vice-versa.

Voice: Ask students to write narrative paragraphs about a subject from two different viewpoints. (i.e., Write a paragraph about the first day of school from the viewpoints of two of the following: a new student, a teacher, 1st person.)

Fluency: Increase fluency by employing the strategy of 'Echo Reading'. Choose a passage. Read the first sentence aloud, modeling appropriate phrasing and expression as students follow along. Then have students read aloud the same sentence, echoing your intonation.

Theme: Look Inside		Genre: Historical Fiction		Reading Selection: "Sees Behind Trees" by Michael Dorris		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn about young people who discover their strengths and abilities. Students will be encouraged to look within themselves and examine their own unique attributes.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		46H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		46G-46H T10-T12B	
Preparing to Read - <i>Pre-reading strategies</i> <i>Graphic Organizers</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		46K 48	
		PO 4. Use graphic organizers in order to clarify the meaning of text.	I	Q1	68	
<i>Narrative Elements</i> <i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	E		46I , T5 68, S10-S11	
		PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).	I		64-65	
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	E	Q1	48, 64-65, 69A-69B	
Vocabulary - <i>Prefixes, Suffixes, & Roots</i> <i>Context Clues</i> <i>Homographs</i> <i>Figurative Language</i> <i>Homophones</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	69D , T2	
		–Use context clues to understand the meaning of words in text.	I		46L, 46-47, S8-9	
		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	E	Q1, Q3	69K	
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms. [Similes]	E	Q2, Q3	57	
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	E	Q1	69K	
Guided Comprehension <i>"Sees Behind Trees"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	I		61, 62	
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		66	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Create Mental Images]	E	Q1	49-62	

Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		49-62 69M-69P T12A
Cross-Curricular Connections		–Science: Record Observations –Social Studies: Dwelling Descriptions	N		46E-46F
Writing <i>Descriptive Paragraph</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	I		69E-69F S12-S13
		PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information.	E	portfolio requirement	
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece	I		
		PO 3. Determine the intended audience of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 2 Concept 3: Voice <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Imperative and Exclamatory Sentences</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 2. Punctuate endings of sentences using periods, question marks and exclamation points.	I		69G-69H S13 T6
Spelling		PO 7. Spell high-frequency words correctly.	I		69I- 69J
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening		Giving a Speech and Audience Behavior	N		69L

CONCEPT MAP

Grade 5

Key Concepts:

Most stories contain a central problem or conflict that the main character has to resolve.

Conflicts can be resolved by:

- the main character's goals are achieved, either completely or in part
- the character willingly gives up on his or her goals
- the character's goals change
- the character's goals are not achieved

Good readers can better understand what they read by creating mental images of the people, places, and events they read about.

Historical fiction is a story that is set in the past and portrays people, places, and events that did or could have happened.

Descriptive writing uses words that appeal to the five senses.

--An imperative sentence gives a command or makes a request. The subject is *you* (understood). It ends with a period.

--An exclamatory sentence expresses strong feeling. It ends with an exclamation point.

Theme: **Self-Discovery** Look Inside

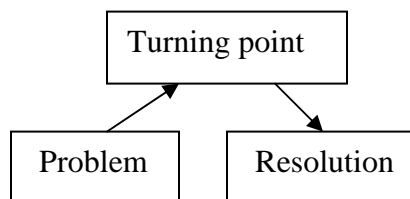
Reading Selection: "Sees Behind Trees" by Michael Dorris

Objectives:

- To identify the main problem or conflict of the plot and explain how it is resolved**
- To understand that using the author's words and their own experiences will help readers understand what they read**
- To read and understand historical fiction.**
- To understand imperative and exclamatory sentences**
- To use voice in writing a descriptive paragraph**

Strategies:

Plot Development: Students can work in pairs to read a short story of their choice and then discuss or illustrate the central problem, the turning point, and the resolution of the conflict.



Key Vocabulary:

quiver – a case for carrying arrows

tread – the act, manner, or sound of walking

moSS – a tiny, delicate, flowerless plant that grows in clumps on trees and rocks

sternly – in a harsh or strict manner

exaggerate – to make something appear greater than it really is

compose – to settle down or become calm

Mental Images: Model how you paint mental images as you read the author's words.

Sentences: Give students signals for periods and exclamation points. Read aloud sentences. Have students signal the correct punctuation.

Descriptive Paragraph / Voice: Prompt -- Everyone has a special place. Think about a place that is special to you, such as your room or a sports field. Write a description of this place. Use sensory details that will make it real to someone reading the paragraph you write.

Fluency: Increase fluency by employing the strategy of 'Partner Reading'. Students work in pairs to read aloud passages. The first student reads selected text aloud, the partner listens actively and follows along, providing assistance as needed. Switch roles & repeat.

Selection: Sees Behind Trees

Theme: Look Inside		Genre: Realistic Fiction	Reading Selection: "Yang the Third and Her Impossible Family" by Lensey Namioka			Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn about young people who discover their strengths and abilities. Students will be encouraged to look within themselves and examine their own unique attributes.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		70H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		70G and T35, 70H T10-T12B	
Preparing to Read - Make and Confirm Predictions Point of View Mood Genres	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		70K 72-73	
		PO 2. Confirm predictions about text for accuracy.	I		84	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	I		77, T4	
		PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes. [Mood]	I		81	
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	E	Q1, Q2, Q3	72	
Vocabulary - Prefixes, Suffixes, and Roots Context Clues Word Origins Analogies	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	70I, 70L, 70-71, 88-89, S16-S17, T2	
		–Use context clues to understand the meaning of words in text.	I		70-71 S14-S15	
		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	N		89I S15	
		–Use analogies to show the relationship between two words or sets of words.	N		89I	

Guided Comprehension <i>"Yang the Third and Her Impossible Family"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	N		86
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-questioning]	E	Q1, Q2, Q3	73-84
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		73-84 89K-89N T12A
Cross-Curricular Connections		–Social Studies: Native Americans in th Seattle Area –Music: Composition on a Composition, Sound and Pitch	N		70E-70F 79, 87
Writing <i>Realistic Story</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: characters, a setting, a plot, sensory details, clear language, logical sequence of events.	I		89C-89D S18-S19
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	I		
		PO 3. Determine the audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main ideas and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		

Writing <i>Realistic Story (cont.)</i>	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		89C-89D S18-S19 (cont.)
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		
Grammar <i>Complete and Simple Subjects</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify complete subjects. –Identify simple subjects.	N		89E-89F S19 T7
Spelling		PO 7. Spell high-frequency words correctly.	I		89G-89H
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening		Tell a Story and Listen to a Story	N		89J
Presenting and Viewing		Viewing an Advertisement	N		89J

CONCEPT MAP

Grade 5

Key Concepts:

Knowing the meaning of common prefixes, suffixes, and roots can help a reader understand unfamiliar words.

Good readers monitor their own understanding by asking questions periodically.

Realistic fiction tells about characters and events that are like people and events in real life.

A writer is able to ensure an appropriate voice in realistic stories by knowing who the audience is, the purpose of the story, and the viewpoint they will use to tell the story.

A complete subject includes all the words that tell who or what the sentence is about. A simple subject is the main word or words.

-Plot is the sequence of main events and involves a problem and its solution.

-Main characters are most important to the plot, however minor characters influence what we know about plot and main characters.

-The setting is the time and place in which the story takes place.

Theme: **Self-Discovery** Look Inside

**Reading Selection: “Yang the Third and Her Impossible Family”
by Lensey Namioka**

Objectives:

- To use word structure to determine and clarify meaning
- To understand that self-questioning while reading can help a reader understand important ideas
- To read and understand realistic fiction
- To understand complete and simple subjects
- To use voice in writing a realistic story
- To understand narrative elements: plot, character, setting

Strategies:

Fluency: Increase fluency by employing the strategy of “Choral Reading”. Students track the print of a selection and read along with you. Remind students to use the same expression and intonation as you do. Organize students into groups and assign alternating pages, verses, or lines. Read the selection aloud, having students read their assigned parts along with you. Be sure they track the print as they read.

Narrative Elements: Make a story map for “Yang the Third and Her Impossible Family”.



Construct word walls of ...

Prefixes and Affixes:

dis- “not” or “opposite of”
mis- “wrongly” or “bad”
-ful “filled with” or “able”
-less “without” or “lacking”

Latin Roots:

sign meaning mark
port meaning carry

Subjects:

Give students two index cards. Write “who” on one of the cards and “what” on the other card. Write sentences on an overhead. Reveal one sentence at a time, reading the sentence aloud. Have the students determine if the subject answers “who” or “what” by showing a card.

Key Vocabulary:

audition – a tryout to test the ability of an actor or a musician

sonata – a musical composition, usually in several movements or sections.

accompanist – a musician who plays music to support the main part

accompaniment – music played to aid and support the main musical

grimaced – expressed pain, annoyance, or disgust.

simultaneously – happening at the same time

Theme: Look Inside		Genre: Letters		Reading Selection: "Dear Mrs. Parks" by Michael Dorris		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn about young people who discover their strengths and abilities. Students will be encouraged to look within themselves and examine their own unique attributes.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		90H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		90G-90H T10-T12B	
Preparing to Read - <i>Evaluate and make valid judgments</i> <i>Use text structure and format</i> <i>Theme</i> <i>Point of View</i> <i>Genres</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.	E	Q1	90 I 108, 112 S23	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, key words, topic sentences, concluding sentences) of expository text. [Text structure]	E	Q1, Q2, Q3	90J 107	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 2. Identify the theme (moral lesson, meaning, message, view or comment on life) of a literary selection.	E	Q1, Q2	92-105 106- 109	
		PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient in a literary selection.	I		113B T4	
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	E	Q1, Q2, Q3	92	
Vocabulary - <i>Prefixes, Suffixes, and Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	113 I T2	
Context Clues		–Use context clues to understand the meaning of words in text.	I		90-91, S20-21	
Multisyllabic Words		–Break unfamiliar words into syllables to figure out how to pronounce it.	I		90L	
Coined Words		–Understand that coined words are created to fit special needs.	N		113 I	

Guided Comprehension <i>"Dear Mrs. Parks"</i> <i>"Aesop's Fables"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		90K 92
		PO 2. Confirm predictions about text for accuracy.	I		100
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		106-110
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Make Judgments]	E	Q1, Q2, Q3	93-105 S22-23
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		93-105 113K-113L T12A
Cross-Curricular Connections		–Science/Art: Illustrating Women's Contributions –Social Studies: Research Civil Rights, Bill of Rights	N		90E 95
Writing <i>Personal Narrative</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that include: characters, setting, plot, sensory details, clear language, and a logical sequence of events.	E	portfolio requirement	113C-113D S24-25
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		

Writing <i>Personal Narrative (cont.)</i>	Writing Strand 2 Concept 2: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	I		113C-113D S24-25
		PO 2. Create a beginning that captures the reader's interest.	I		
		PO 3. Place details appropriately to support the main idea.	I		
		PO 5. Create an ending that provides a sense of resolution or closure.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 2. Share the writing with the intended audience.	N		
Grammar <i>Complete and Simple Predicates</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify complete predicates. –Identify simple predicates.	N		113E-113F S25 T8
Spelling		PO 7. Spell high-frequency words correctly.	I		113A 113G-113H
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening		–Orally read personal narratives –Listen to speakers in order to understand personal experiences and feelings.	N		113J
Viewing and Presenting	Language Arts Standard 4 Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	N		113J

CONCEPT MAP

Grade 5

Key Concepts:

Readers can determine whether what they read provides reasonable and reliable information. When reading nonfiction the reader should evaluate the author's facts and opinions, and whether or not statements are accurate, logical, or reliable and then make judgements.

When reading fiction, the reader should consider what the actions show about a character and whether the characters' actions are right or wrong when making a judgment.

When readers are familiar with the organizational structure of the text, they can easily recognize the key points the author wishes to make.

Letters are written communication addressed to a person or an organization

A fable is a brief story that tells about the wise and foolish behavior of people. Fables often have animal characters that act like people.

A writer uses the pronouns I, me, my, us, we, our when telling a story from the first person point of view. The pronouns he, him, his, she, her, they, them, or their, indicates a third person viewpoint. Third person limited point of view tells what one character knows or feels. When the author tells what all of the characters know or feel, the story is told from the omniscient point of view

Theme: **Self-Discovery** Look Inside

Reading Selection: "Dear Mrs. Parks" by Michael Dorris

Objectives:

- To evaluate and make valid judgments about fiction and nonfiction
- To analyze the organizational structure of text
- To read and understand letters
- To compare and contrast nonfiction letters and fiction fables
- To understand complete and simple predicates
- To identify the point of view of a selection

Organizational Structure:

Working with a partner, have students look through each content area textbook and have them determine how each textbook authors identify new vocabulary, important or key ideas, and chapter titles, headings, and subheadings.

Strategies:

Making Judgments: Construct an opinion-support chart. Record information as "Dear Mrs. Parks" is read.

Opinion	Support

Key Vocabulary:

ridiculed – made fun of

dignity – proud, calm, and controlled behavior

counsel – to give advice and support

potential – qualities that make the development of a talent, power or skill possible or likely

inspire – to make someone want to do something and feel excited about doing it

correspondence – letter writing, or letters written

mentor – a wise, caring adviser

.....

Fluency: Increase fluency by employing the strategy of 'Tape-Assisted Reading'. Students listen to the selection on *Audiotext 1* as they follow along in their Pupil Edition. The student should subvocalize, or read aloud quietly, imitating the expression and phrasing of the recording.

Theme: Look Inside		Genre: Historical Fiction		Reading Selection: "Elena" by Diane Stanley		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students will learn about young people who discover their strengths and abilities. Students will be encouraged to look within themselves and examine their own unique attributes.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		114H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		114G-114H T10-T12B	
Preparing to Read - <i>Plot</i> <i>Theme</i> <i>Characters</i> <i>Setting</i> <i>Point of View</i> <i>Genre</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	E		114 I, T5 117-129, 134	
		PO 2. Identify the theme (moral lesson, meaning, message, view or comment on life) of a literary selection.	E	Q1, Q2	114I, S28 117-129, 134-135	
		PO 3. Distinguish between major characters and minor characters.	E	Q1	114I 117-129, 134	
		PO 4. Analyze how a character's traits influence that character's actions.	E	Q2, Q3	117-129 S28	
		PO 6. Determine all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	E		114I, S28 117-129, 134-135	
		PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	E		135B, T4	
		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	E	Q1, Q2, Q3	116	
Vocabulary - <i>Decoding Multisyllabic Words</i> <i>Context Clues</i> <i>Figurative Language</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words. –Break unfamiliar words into syllables to figure out how to pronounce it.	E	Q2, Q3	114L, T2	
		–Use context clues to understand the meaning of words in text.	I		114L, 114-115 S26-27	
		PO 3. Determine the difference between figurative language and literal language.	I		121	
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms. [Metaphors]	I	Q2, Q3	121	

Guided Comprehension <i>"Elena"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		114K 116
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		132
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Read Ahead Strategy]	E	Q1, Q2, Q3	117-129
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		117-129 135K-135L T12B
Cross-Curricular Connections		–Social Studies: Research California's History –Math: Crossing Time Zones	N		114E-114F
Writing <i>Personal Narrative</i>	Writing Strand 3 Concept 1: Expressive <i>Expository writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that include: characters, setting, plot, sensory details, clear language, and a logical sequence of events.	E	portfolio requirement	135C-135D S30-31
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing	I		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	E		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		

Writing <i>Personal Narrative (continued)</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		135C-135D
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Compound Subjects and Predicates</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify compound subjects. –Identify compound predicates.	N		135E-135F S31, T9
Spelling		PO 7. Spell high-frequency words correctly.	I		135A 135G-135H
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening		–Orally present personal narratives and listen for sequence of events.	N		135J
Viewing and Presenting	Language Arts Standard 4 Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	N		135J

CONCEPT MAP

Grade 5

Key Concepts:

Plot is the sequence of events in a story. It generally includes a problem or conflict, a solution, and a conclusion.

Characters are the people in a story. Characters can also be animals or things.

Setting is the time and place in which the story occurs. A story can have more than one setting.

Theme is the essential message or moral of a story.

If a reader comes upon information that seems confusing, reading ahead can help them find information that may clarify what is happening.

In a first-person point of view, a character in the story narrates and is identified by the pronouns I and me. The reader is told only what the narrating character knows, feels, or observes.

Compound subjects [predicates] have two or more subjects [predicates] that have the same predicate [subject] and are joined by a conjunction.

Theme: **Self-Discovery** Look Inside

Reading Selection: “Elena” by Diane Stanley

Objectives:

- To identify and understand the elements of character, setting, and theme in a work of fiction**
- To learn that reading ahead can help clarify new vocabulary and concepts**
- To read and understand a historical fiction selection**
- To identify the point of view of a selection**
- To understand compound subjects and predicates**
- To use voice in writing a personal narrative**

Strategies:

Fluency: Increase fluency by employing the strategy of ‘Readers Theatre’.

Divide students into small groups. Divide the story into sections. Alternate roles when dialogue is used. Practice reading the story with pacing and expression. Fluent reading should sound like talking.

Read Ahead: Model you’re your students by pointing out places in the text that require you as a reader to read ahead in order to have your questions answered.

Historical fiction: As students read “Elena”, ask them to identify actual historical figures.

Theme: To help students identify the theme of a selection, ask them to consider the following questions as they read.

- From what you have read so far, what do you think the story is mostly about?
- What point is the author trying to make?

Key Vocabulary:

revolution – a sudden and complete change of government, often by overthrow.

determination – strength of purpose

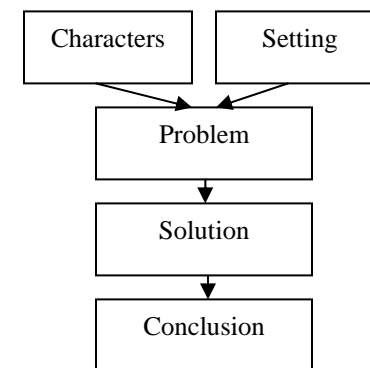
mocking – making fun of; insulting

plunged – dived, or fell rapidly

ravine – a deep, narrow gap in the earth

condolences – expressions of sympathy or comfort

Narrative Elements: Make a story map to record the narrative elements in “Elena”.



Trophies

Distant Voyages

Theme 2 - Team Work

In this theme, students discover the importance of working together.

Essential Question: How does working together help people to accomplish their goals?

Additional Theme Related Books

Easy

- Snow Sports, by Norman Barrett Christian
- Akiak, by Robert J. Blake
- The Big Bike Race, by Lucy Jane Bledsoe
- All-Star Fever, by Matt Christopher
- The Hit-Away Kid, by Matt Christopher
- Mr. Pak Buys a Story, by Carol Farley
- Birdie's Lighthouse, by Deborah Hopkinson
- Neptune Adventures: Danger on Crab Island, by Susan Saunders
- From Pictures to Words, by Janet Stevens

Average

- The Crane Wife, by Odds Bodkin
- Pressure Play, by Matt Christopher
- Stone Fox, by John Reynolds Gardiner
- In the Year of the Boar and Jackie Robinson, by Batte Bao Lord
- Roberto Clemente: Baseball Hero, by Norman Macht
- The Voyage of the Frog, by Gary Paulsen
- The Sign of the Beaver, by Elizabeth George Speare
- The Comeback Dog, by Jane Resh Thomas

Challenging

- The Nightingale, by Hans
- Batboy: An Inside Look at Spring Training, by Joan Anderson
- Iditarod Country: Exploring the Route of the Last Great Race, by Tricia Brown
- My Side of the Mountain, by Jean Craighead George
- Drifting Snow, by James Houston
- Kavik, the Wolf Dog, by Walt Morey
- Climb or Die, by Edward Myers
- Pride of Puerto Rico: The Life of Roberto Clemente, by Paul Robert Walker

Theme: Team Work		Genre: Biography		Reading Selection: "We'll Never Forget You Roberto Clemente" by Trudie Engel		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students discover the importance of working together. They will see how people work together to accomplish their goals and how people and animals work together for their mutual benefit.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		138H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		138G and T71	
Preparing to Read - <i>Predict text content</i> <i>Drawing Conclusions</i> <i>Adjusting Reading Rates</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		140, 147 154	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Drawing conclusions] and [Adjusting reading rates]	E	Q1, Q2, Q3	138 I 160-161 S36-37, T38	
	Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	I	Q1, Q2, Q3	140
Vocabulary - <i>Compound Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Separate compound words into two or more shorter words to provide clues as to the meaning of unfamiliar words.	N		161 I	
Context Clues		–Use context clues to understand the meaning of words in text.	I		138-139	
Multiple Meaning Words		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1, Q3	161 I	
Dictionary use		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		138L	

Guided Comprehension <i>"We'll Never Forget You"</i> <i>Roberto Clemente</i> <i>"Slammin' Sammy"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 2. Confirm predictions about text for accuracy.	I		143
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		138K 158
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	140-153 154-157
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q3	161B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		140-153 154-157 161K-161N
Cross-Curricular Connections		–Math: Baseball Stat Cards –Science: Identifying Earthquake Zones	N		138E, 159
Writing <i>Expository Paragraphs</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information.	E	Q2, Q3	161C-161D S38-39
		PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material). [List of facts and details]	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
		PO 3. Determine the intended audience of a writing piece.	I		

Writing <i>Expository Paragraphs (cont.)</i>	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		161C-161D
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose. [Delete details from the draft...]	N		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Simple and Compound Sentences</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 13. Use subject/verb agreement in simple and compound sentences.	I		161E-161F S39, T39
Spelling		PO 7. Spell high-frequency words correctly.	I		161A 161G-161H
		PO 8. Use common spelling patterns / generalizations to spell words correctly.	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	I		161J
		–Discuss appropriate audience behavior	I		161J

CONCEPT MAP

Grade 5

Key Concepts:

A conclusion is a judgment that you infer or deduce by combining personal knowledge and experience with facts and details from a story.

A generalization is an expanded conclusion. To make a generalization ask yourself how you might apply an idea beyond the text.

When a good reader is feeling confused about what they are reading, they slow their reading rate down. When the material is familiar and easy to read, they speed their reading rate up.

A biography is the story of a person's life written by another person.

The topic sentence of a paragraph of information states the main idea. The writer then develops the main idea with supporting facts or examples.

A simple sentence expresses one complete thought.
A compound sentence is made up of two or more simple sentences usually joined by *and*, *or*, or *but*. Use a comma before the conjunction.

Theme: **Cooperation** **Team Work**

Reading Selection: "We'll Never Forget You, Roberto Clemente" by Trudie Engel

Objectives:

- To draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- To understand when and how to adjust reading rate
- To read and understand a biography; to compare biography with nonfiction
- To understand simple and compound sentences
- To use effective paragraphs in writing a paragraph of information

Strategies:

Fluency: Increase fluency by employing the strategy of 'Echo Reading'. Choose a passage. Read the first sentence aloud, modeling appropriate phrasing and expression as students follow along. Then have students read aloud the same sentence, echoing your intonation.

Conclusions: Use a chart to record conclusions about characters and events in the reading selection.

Conclusions Chart		
Selection Information	Personal Knowledge and Experience	Conclusion

Key Vocabulary:

dedicated – set apart for a special purpose

control tower – at an airport, a building from which takeoffs and landings are directed

lineup – the players on a team who will take part in a game

ace – an expert

error – in baseball, a misplay, such as a fumble or a wild throw

artificial – made by humans, not natural

Building a Paragraph: Provide a structure for building an informational paragraph.

Topic Sentence:

First Fact or Example:

Second Fact or Example:

Third Fact of Example:

Main Idea Restated:

Simple and Compound Sentences: Give students two differently colored highlighters. Have them highlight the simple sentences in their paragraphs in one color and the compound sentences in the other color.

Theme: Team Work		Genre: Folktales		Reading Selection: "Folk Tales From Asia" illustrated by Suling Wang		Quarter this will be taught <u>1st</u>
Enduring Understanding: Students discover the importance of working together. They will see how people work together to accomplish their goals and how people and animals work together for their mutual benefit.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		162H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		162G-H	
Preparing to Read - Predict text content Genres	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.[Summarizing] [Paraphrasing]	E	Q1, Q2, Q3	162 I S42-43 T40	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Folk Tales]	I	Q1, Q2, Q3	164	
Vocabulary - Prefixes, Suffixes, & Roots Context Clues Figurative Language Synonyms / Antonyms	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I	Q2, Q3	162L , 183C 162-163	
		–Use context clues to understand the meaning of words in text.	I		162J, 162-163	
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	I	Q2, Q3	183A-B T42	
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	183K	
Guided Comprehension "Folk Tales from Asia"	Reading Strand 2 Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British and world literature.	PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	I		164-178	

Guided Comprehension <i>"Folk Tales from Asia"</i> (cont.)	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		164
		PO 2. Confirm predictions about text for accuracy.	I		175
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		162K, 180
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing] [Paraphrasing] [Draw Conclusions]	E	Q1, Q2, Q3	164-178 182-183 183D
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		166-178 183M-183P
Cross-Curricular Connections		–Science –Social Studies	N		162E 167, 169, 175, 180-181
Writing <i>Explanatory Paragraph</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	I	Q2, Q3	183E-F S44-45
		PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information.	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing <i>Explanatory Paragraph (cont.)</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose. [Delete repeated details]	N		183E-F
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 2 Concept 2: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 4. Use a variety of words or phrases that creates smooth and effective transitions.	I		
Grammar <i>Clauses</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	– Understand that clauses have both a subject and a predicate and that there are two types of clauses: dependent and independent.	N		183G-H S45 T41
Spelling		PO 7. Spell high-frequency words correctly.	I		183 I-J
		PO 8. Use common spelling patterns / generalizations to spell words correctly.	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening <i>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</i>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		183L

CONCEPT MAP

Grade 5

Key Concepts:

To summarize means to tell the main points of a passage.

To paraphrase means to restate the story in their own words.

In order to determine the meanings of unfamiliar words, proficient readers look at nearby words and sentences.

A folk tale is a story written to entertain, inform or carry a message. Folk tales are found in all cultures and usually began as oral stories. Usually there is a quick resolution to a problem and a lesson is learned.

Writers use figurative language to add color and interest to writing and to help readers picture and understand characters and events. Figurative language has meaning beyond the literal meaning of the words.

A clause is a group of words that has both a subject and a predicate. Independent clauses can stand alone as sentences. Dependent clauses cannot stand alone as sentences. Dependent clauses often begin with a connecting word such as 'before' or 'although'.

Theme: **Cooperation** **Team Work**

Reading Selection: "Folk Tales from Asia" illustrated by Suling Wang

Objectives:

- To summarize the main points of a story and to restate the important information in the story in your own words**
- To read and understand folk tales**
- To understand clauses**
- To use effective paragraphing in writing a how-to paragraph**
- To use context to clarify word meaning**
- To understand how the author's choice of language contributes to the overall quality of a literary work**

Strategies:

Context Clues: Model how to determine the meaning of an unfamiliar word by thinking aloud. For example: Read the passage, "Plants that are not *native* to an ecosystem have a negative effect on the existing plants." Tell the students that you are not sure what the word *native* means but that you are going to keep reading. "When new plants are brought into a country from another land, they may injure or destroy local plants." Tell the students that you now have several clues to help you understand the term *native*: 'existing plants' from the first sentence and 'local plants' from the second sentence. These two clues help you to understand that *native* plants are plants that have always been in a place and are not new to that location.

Summarizing and Paraphrasing: Assign students to pairs. Ask them to recall a movie or a television show, they watched recently. Partner A should summarize the show he/she watched by telling Partner B the main points of the show. Partner B should paraphrase the show he/she watched by restating the story in their own words.

Key Vocabulary:

diligence – willingness or ability to work steadily and carefully

plodded – walked heavily; trudged

bountiful – plentiful; existing in a great quantity

destiny – outcome that is bound to come; fate

assured – made certain; guaranteed

entrusted – made responsible for something

Folktales: Make a class chart listing all of the folktales that the students are familiar with. List the name of the folktale and the lesson the folktale teaches.

Story	Lesson
Wolf in Sheep's Clothing	Appearances are deceiving
The Crow and the Pitcher	Little by little does the trick

Add new entries to the chart as you read "Folk Tales from Asia".

Theme: Team Work		Genre: Nonfiction		Reading Selection: "Iditarod Dream" by Ted Wood		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students discover the importance of working together. They will see how people work together to accomplish their goals and how people and animals work together for their mutual benefit.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		184H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		184G-H	
Preparing to Read - <i>Predict text content</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Draw Conclusions] [Read Ahead] [Summarizing] [Paraphrasing]	E	Q1, Q2, Q3	184 I - J, 200-201 201D S48-49 T38	
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	I	Q1, Q2, Q3	186	
Vocabulary - <i>Multiple-Meaning Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1, Q3	201A-B 201K	
Context Clues		–Use context clues to understand the meaning of words in text.	I		184L 184-185	
Figurative Language		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms. [Idioms]	I	Q2, Q3	193 T42	
Guided Comprehension <i>"Iditarod Dream"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		186	
		PO 2. Confirm predictions about text for accuracy.	I		196	
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		184K, 198	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Draw Conclusions] [Read Ahead]	E	Q1, Q2, Q3	186-196 200-201 201D	

Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		201M-201P
Cross-Curricular Connections		–Science –Art –Social Studies	N		184E, 189 191, 199
Writing <i>Summary</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I	Q2, Q3	201E-F S50-51
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose. [Delete details]	N		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Complex Sentences</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify dependent clauses. –Identify independent clauses. –Form complex sentences	N		201G-H S51 T42
Spelling		PO 7. Spell high-frequency words correctly.	I		201 I - J
		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening <i>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</i>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		201L

CONCEPT MAP

Grade 5

Key Concepts:

A conclusion is a judgment based on evidence. Good readers combine what they read with what they already know to draw conclusions.

Good readers read ahead to find information to help them better understand what they are reading.

In a one-paragraph summary, the title, author, and main idea of the selection are usually stated in the topic sentence at the beginning of the paragraph. The selection is then briefly retold using only the most important ideas and events of the selection. Details are reported in the same order as they occurred in the original selection.

Nonfiction tells about people, places, things, or events that are real.

A complex sentence contains an independent clause and at least one dependent clause.

A generalization is a conclusion that can be expanded. If a conclusion can be drawn that studying hard for a math test results in a grade of A, the generalization would be that studying hard for any class will result in a grade of A.

Theme: **Cooperation** **Team Work**

Reading Selection: "Iditarod Dream" by Ted Wood

Objectives:

- To draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- To understand that reading ahead can help a reader understand important ideas and details
- To read and understand nonfiction
- To understand complex sentences
- To use effective paragraphs in writing a summary
- To understand that a word can have more than one meaning

Strategies:

Conclusions: Create a KRC chart adding information as the students read the text.

What I know	What I read	What I concluded

Summary Paragraphs: Provide students with blank notebooks for each content area. Model writing a summary paragraph for one content area selection. After several teacher models, write whole-group summaries, followed by writing small-group summaries, followed by writing triad or paired summaries, and eventually writing summaries independently. Support content area summaries with illustrations when appropriate.

Key Vocabulary:

headquarters – the place from which activities, such as those of an organization, are directed

positions – the places occupied by people or things

handlers – those who manage, control, or operate

pace – rate of speed, as movement or work

tangle – a confused mass, a snarl

Multiple-Meaning Words:

Write a word with multiple meanings in the center of a large index card. Illustrate the various meanings of the word on the card. Provide a caption under each picture using the word correctly. Select words from the passage such as 'race', 'glasses', 'right', 'pick', 'station', 'cross'.

Fluency:
Assign partners to read aloud. One partner reads aloud while the other listens. Switch roles.

Complex Sentences: Give each student two index cards. Write 'dependent clause' on one and 'independent clause' on the other. Reveal pre-prepared clauses from the overhead projector. Ask students to identify the type of clause by raising the appropriate index card. Challenge students to create complex sentences by combining clauses.

Theme: Team Work		Genre: Personal Narrative	Reading Selection: "Woodsong" by Gary Paulsen			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students discover the importance of working together. They will see how people work together to accomplish their goals and how people and animals work together for their mutual benefit.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		202H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		202G-H	
Preparing to Read - Predict text content Genres	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing] [Paraphrasing] [Reread]	E	Q1, Q2, Q3	202 I - J 222-223 S54-55	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Nonfiction: Personal Narrative, Magazine Article]	I	Q1, Q2, Q3	204, 216	
Vocabulary: Context Clues	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	–Use context clues to understand the meaning of words in text.	I		202-203	
Figurative Language		PO 3. Determine the difference between figurative language and literal language.	I		223B	
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	I	Q2, Q3	223B	
Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		202L 202-203	
Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	223 I	
Analogies		–Use knowledge of word relationships to determine analogies.	N		223 I	

Guided Comprehension <i>"Woodsong"</i> <i>"Ice Lands"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		202K, 216
		PO 2. Confirm predictions about text for accuracy.	I		214
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		220
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	204-214
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q1, Q2, Q3	216-219
		PO 3. Determine author's main purpose for writing the expository text.	I	Q2, Q3	220
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	I	Q2	218
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q3	218
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 7. Identify the intended effect of the techniques that the author uses to influence readers' feeling and attitudes. [Imagery]	I		217
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		223K-N
Cross-Curricular Connections		–Science –Social Studies	N		202E, 207, 209, 221
Writing <i>"How-to" Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 3. Write in a variety of expository forms.	I		223C-D S56-57

Writing "How-to" Essay (cont.)	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece			223C-D S56-57
		PO 3. Determine the intended audience of a writing piece.			
		PO 4. Use organizational strategies to plan writing.			
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.			
		PO 2. Organize writing into a logical sequence that is clear to the audience.			
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.			
	Writing Strand 2 Concept 2: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 2. Create a beginning that captures the reader's interest.			
		PO 3. Place details appropriately to support the main idea.			
		PO 5. Create an ending that provides a sense of resolution or closure.			
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft			
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.			
Grammar Common and Proper Nouns Abbreviations	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.			223E-F S57 T44
		PO 2. Share the writing with the intended audience.			
		–Identify common nouns –Identify proper nouns –Abbreviate nouns using a period			
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 7. Spell high-frequency words correctly.			223G-H
		PO 8. Use common spelling patterns/generalizations to spell words correctly.			

Deer Valley Language Arts Curriculum Alignment

Grade 5

Speaking and Listening	Language Arts Standard 3 Speaking and Listening <i>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</i>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		223J
Viewing and Presenting	Language Arts Standard 4 Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	N		223J

CONCEPT MAP

Grade 5

Key Concepts:

To summarize means to tell the main idea and important details of a passage. To paraphrase means to restate the passage in your own words.

Good readers (even adult readers), often reread information in order to understand what they read. Rereading also helps readers to remember what they read.

A personal narrative tells a true story about something important to the author. It is told from a first person point of view.

Nonfiction is factual. It is 'true' writing in which the author retells actual events.

A common noun names any person, place, thing, or idea and begins with a lowercase letter.

A proper noun names a specific person, place, or thing and begins with a capital letter

Abbreviations are pronounced as full words. A period is used after most abbreviations.

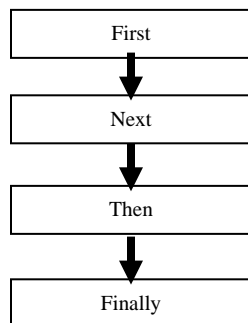
Theme: **Cooperation** **Team Work**

Reading Selection: "Woodsong" by Gary Paulsen

Objectives:

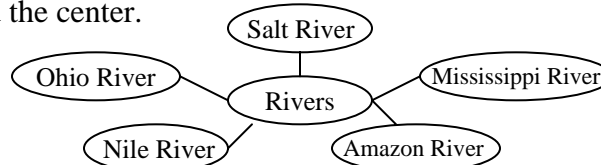
- To summarize the main points of a story and to restate the important information in the story in your own words
- To read and understand a personal narrative; to compare a personal narrative with nonfiction
- To understand common and proper nouns; abbreviations
- To use effective paragraphs in writing a how-to essay
- To understand that rereading to clarify can help a reader understand important ideas

Summarizing and Paraphrasing: Use a sequence diagram to help summarize a passage.



Strategies:

Common and Proper Nouns: Create word webs with a common noun in the center and related proper nouns around the center.



Rereading: Model the strategy of rereading something in order to clarify its meaning or to anchor the concept in one's memory. Stop after reading an important passage and say, "I'm not sure what that meant, I'm going to read that again." Or "I think that is a really important point, I'm going to read that again so that I remember it!"

Key Vocabulary:

resembled – was or looked like

bulk – large size or mass

pointedly – clearly noticeable; done with emphasis

harness – straps or bands used to hitch an animal to a cart, plow, or other piece of equipment

retired – removed from a job because of advancing age

disengage – to loosen, detach, or free from something that holds

snort – to force air violently and noisily through the nostrils

Fluency: Increase fluency by listening to the selection on Audiotext 2 and following along in the pupil edition

Theme: Team Work		Genre: Historical Fiction		Reading Selection: "Island of the Blue Dolphins" by Scott O'Dell		Quarter this will be taught <u>2nd</u>
<u>Enduring Understanding:</u> Students discover the importance of working together. They will see how people work together to accomplish their goals and how people and animals work together for their mutual benefit.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		224H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		224G-H	
Preparing to Read - <i>Predict text content</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature</i>	PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	E		224 I, 224-236 242-243 S60-61	
Theme		PO 2. Identify the theme (moral lesson, meaning, message, view or comment on life) of a literary selection.	I	Q1, Q2		
Characters		PO 3. Distinguish between major characters and minor characters.	I	Q1		
		PO 4. Analyze how a character's traits influence that character's actions.	I	Q2, Q3		
Setting		PO 6. Determine all the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	I	Q2		
Genre		PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	I	Q1, Q2, Q3	226	
Summarizing Inferences	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing] [Inferences]	E	Q1, Q2, Q3	224J 243A-B	
Vocabulary - <i>Multiple-Meaning Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1, Q3	224L, 224-225	
Context Clues		–Use context clues to understand the meaning of words in text.	I		224-225	

Vocabulary <i>Figurative Language</i> <i>Synonyms</i> <i>Analogies</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 3. Determine the difference between figurative language and literal language.	I		243D
		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	I	Q2, Q3	
		PO 6. Identify antonyms, synonyms, homonyms for given words within text.	I	Q1	243K
		–Use knowledge of word relationships to determine analogies.	I		
Guided Comprehension <i>"Island of the Blue Dolphins"</i> <i>"Souvenir"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q2, Q3	224K, 226-236
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		243M-243P
Cross-Curricular Connections		–Social Studies –Science	N		224E, 229, 231 241
Writing <i>Expository Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 1. Write in a variety of expository forms.	I		243E-F S62-63

Writing Expository Essay (cont.)	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	I		243E-F (cont.)
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar Singular and Plural Nouns	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Form regular and irregular plural nouns	I		243G-H S63 T45
Spelling		PO 7. Spell high-frequency words correctly.	I		243 I - J
		PO 10. Use resources (e.g., dictionaries, word walls) to spell correctly	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Speaking and Listening	Language Arts Standard 3 Speaking and Listening <i>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</i>	LS-E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		243L
Viewing and Presenting	Language Arts Standard 4 Viewing and Presenting	VP-E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	N		243L

CONCEPT MAP

Grade 5

Key Concepts:

The plot is the sequence of events in a story. It includes a problem and a solution.

The characters are the people in the story.

The setting is the time and place in which story events occur.

The theme is the overall message or idea of a story. Knowing the resolution to a conflict often helps determine the theme.

Summarizing is an effective strategy for understanding the important information in a story. When summarizing a story, recall the elements of plot, setting, character, and theme.

Historical fiction is set in the past and portrays people, places, and events that did or could have happened.

An inference is a connection that a reader makes between information that is given and what he/she already knows from experience. Inferences are not directly stated.

Theme: **Cooperation** **Team Work**

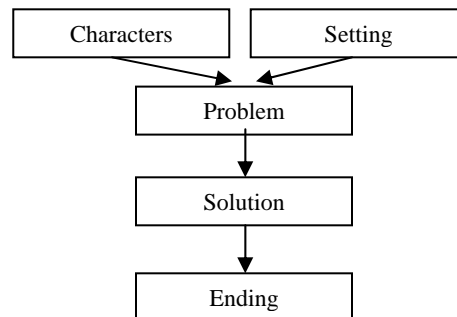
Reading Selection: “Island of the Blue Dolphins” by Scott O’Dell

Objectives:

- To recognize and understand elements of plot, character, setting, and theme in a work of fiction
- To read and understand classic fiction; to compare classic fiction with poetry
- To use singular and plural nouns correctly
- To use effective paragraphs in writing an explanatory essay
- To encourage students to summarize what they have read
- To understand how to make inferences and draw conclusions

Strategies:

Literary elements: Completing a story map can help to clarify literary elements.



Settings: Compare the beaches in “Island of the Blue Dolphins” and the poem “Souvenir”.

Explanatory Essays: Students write an essay that explains how team work helped them to accomplish a task. The essay should include specific examples that support the theme of team work.

Summaries: Use the completed story maps to write a summary of the story.

Fluency: Improve fluency by assigning roles for each character in “Island of the Blue Dolphins” to small groups of students. Reread the text as a Readers Theater performance. Chorally read the poem “Souvenir”.

Key Vocabulary:

overcome – to make weak or helpless

forlorn – sad or pitiful because of being alone or neglected

pitched – rose and fell alternately at the front and back of a ship or boat

vainer – more self-admiring, proud and conceited than someone else.

gorged – stuffed oneself with food

abalone – an edible shellfish having a flat shell lined with mother-of-pearl

lair – the den of wild animals

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Trophies

Distant Voyages

Theme 3 - A Changing Planet

In this theme, students read about the forces of nature that shape and reshape our planet.

Essential Question: As the Earth changes, how are our lives affected?

Additional Theme Related Books

Easy

- Who Stole the Wizard of Oz?, by Avi
- Coral Reef, by Gary Davis
- Seal Surfer, by Michael Foreman
- One Day in the Desert, by Jean Craighead George
- Fire! My Parents' Story, by Jessie Haas
- Everglades: Buffalo Tiger and the River of Grass, by Peter Lourie
- Destination: Jupiter, by Seymour Simon
- Encyclopedia Brown: Boy Detective, by Donald Sobol

Average

- Volcano, by Patricia Lauber
- Yellowstone Fires: Flames and Rebirth, by Dorothy Hinshaw Patent
- Prairie Dogs, by Dorothy Hinshaw Patent
- To Space and Back, by Sally Ride and Susan Okie
- Adventure in Space, by Elaine Scott
- Icebergs and Glaciers, by Seymour Simon
 - Our Solar System, by Seymour Simon
 - Ride the Wind, by Seymour Simon
- The Time Machine and Other Cases, by Seymour Simon
- Handshake in Space, by Sheri Tan

Challenging

- Fire in Their Eyes: Wildfires and People Who Fight Them, by Karen Magnuson Beil
- Life on Mars, by David Getz
- The Mystery of UFO's, by Judith Herbst
- Meeting the Whales, by Erich Hoyt
- The Children's Space Atlas, by Robin Kerrod
 - I Want to Be a Firefighter, by Stephanie Maze
- They Swim the Seas, by Seymour Simon

Theme: Changing Planet		Genre: Informational Text		Reading Selection: "Everglades" by Jean Craighead George		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students read about the forces of nature that shape and reshape our planet. They will come to have a better understanding of natural changes and their impact on Earth and its inhabitants.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		246H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		246G-H	
Preparing to Read - <i>Create Mental Images</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Create Mental Images]	E	Q1, Q2, Q3	246J	
	Genres Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Informational text]	I	Q1, Q2, Q3	248, 273D	
Vocabulary - <i>Prefixes, Suffixes, and Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	246 I, 272-273	
Context Clues		–Use context clues to understand the meaning of words in text.	I		246-247	
Figurative Language		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	I	Q2, Q3	246L 246-247	
Analogies		–Use knowledge of word relationships to determine analogies.	N		273K	
Synonyms		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		273K	
	PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	273K		

Guided Comprehension <i>"Everglades"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		248
		PO 2. Confirm predictions about text for accuracy.	I		266
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		270
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	248-266
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.	I	Q3	273A-B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		273M-P
Cross-Curricular Connections		–Social Studies –Science –Math	N		246E, 251, 253, 255, 257, 259, 263, 271
Writing <i>Persuasive Paragraphs</i>	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 1. Write persuasive text that attempts to influence the reader.	I	portfolio requirement	273E-F
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
		PO 3. Determine the intended audience of a writing piece.	I		

Writing <i>Persuasive Paragraphs (cont.)</i>	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		273E-F
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Possessive Nouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 6. Use apostrophes to punctuate contractions and singular possessive nouns.	I		273G-H
Spelling		PO 7. Spell high-frequency words correctly.	I		273 I -J
		PO 8. Use common spelling patterns / generalizations to spell words correctly.	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		273L
		–Discuss appropriate audience behavior	N		273L

CONCEPT MAP

Grade 5

Key Concepts:

A root is a word part from which other words are derived. A root cannot stand alone.

A prefix is a word part that is added before a root or root word to create a new word.

A suffix is a word part that is added after a root or root word to create a new word.

Active readers try to visualize, or picture in their minds, the important ideas or events in the text.

Informational text gives information, but the people and events might not be real. Informational text may include the elements of literature: plot, characters, setting, theme.

A possessive noun shows ownership.

Print sources such as encyclopedias and periodicals are important sources of information. The Internet provides another means of locating information. Search engines are used to quickly and efficiently find information.

Theme: **Understanding Changing Planet**

Reading Selection: “Everglades” by Jean Craighead George

Objectives:

- To use prefixes, suffixes, and roots to determine word meaning
- To read and understand informational text
- To use possessive nouns correctly
- To use development in writing a review
- To understand that creating mental images while reading can help a reader understand important ideas and events
- To understand and use effective techniques to locate information on the Internet and in traditional sources

Strategies:

Latin Roots: Build words by adding prefixes and suffixes to roots such as: ‘tract’ meaning ‘to pull’ ‘spect’ meaning ‘to look at’ ‘port’ meaning ‘to carry’.

Search Engines: Challenge students to find four or more Internet sites containing information on a given topic (such as Everglades) by using search engines such as Google, Yahoo, or Ask.

Fluency: Increase fluency by providing students with the opportunity to echo read. Read aloud a passage, modeling appropriate pronunciation, intonation, and phrasing. Read one sentence at a time, pausing to allow students to echo the sentence.

Persuasive Review:
Writing prompt – Write a one-paragraph review of your favorite book. Convince the readers (your classmates) that they should read the book.

Key Vocabulary:

eons – periods of time that total decades or centuries

scurried – moved quickly

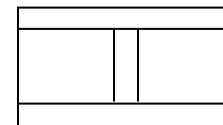
pondered – considered something deeply and thoroughly

multitude – a great number of persons and things

peninsula – an area of land almost completely surrounded by water

plentitude – fullness or adequacy; abundance

Possessive Nouns: Students divide an index card as illustrated below:



Across the top of the card, write a sentence such as: “The jewels of the Queen were worth millions.” Illustrate the ‘who’ of the sentence on the left side of the card. Draw an apostrophe and ‘s’ in the center. Illustrate the ‘what’ of the sentence on the right side of the card. Rewrite the sentence under the illustrations. “The Queen’s jewels were worth millions.”

Theme: Changing Planet		Genre: Nonfiction		Reading Selection: "Summer of Fire" by Patricia Lauber		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students read about the forces of nature that shape and reshape our planet. They will come to have a better understanding of natural changes and their impact on Earth and its inhabitants.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		274H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		274G	
Preparing to Read - Text structure and format	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Knowledge of text structure and format]	E	Q1, Q2, Q3	274J 295A-295B	
	Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	I	Q1, Q2, Q3	276
Vocabulary - Compound Words	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	–Separate compound words into two or more shorter words to provide clues as to the meaning of unfamiliar words.	N		295C 295 I - 295J	
Context Clues		–Use context clues to understand the meaning of words in text.	I		274L 274-275	
Multiple Meaning Words		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1, Q3	295K	
Similes		PO 3. Determine the difference between figurative language and literal language.	N		283	
Sensory Language					289	
Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	295K	

Guided Comprehension <i>"Summer of Fire"</i> <i>"Smoke Jumpers"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		276, 288
		PO 2. Confirm predictions about text for accuracy.	I		282, 286
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		274K, 292
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Knowledge of text structure and format]	E	Q1, Q2, Q3	276-286 295A-295B
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks CD-ROM, website) for a specific purpose.	I	Q3	295D
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	E	Q2	274 I 294-295
	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 1. Locate specific information from functional text (e.g., letters memos, directories, menus, schedules, pamphlets, search engines , signs, manuals, instructions, recipes, labels, forms).	I	Q2	295D
		PO 2. Interpret details in functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	N	Q2, Q3	295L
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		295M-295P
Cross-Curricular Connections		–Social Studies –Science	N		274E-274F, 279, 281, 293

Writing <i>Persuasive Paragraphs</i>	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 2. Write persuasive text (e.g., advertisements, paragraphs) that attempt to influence the reader.	E	portfolio requirement	295E-295F
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Persuade]	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		295E-295F
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Pronouns and Antecedents</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns , conjunctions, adverbs	I		295G-295H
Spelling		PO 7. Spell high-frequency words correctly.	I		295 I - 295J
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		295L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Sometimes information can be understood faster and more easily when it is represented in a graphic aid such as a map, diagram, chart, table or graph. Graphic aids provide visual examples of things described in text.

Authors of nonfiction books or articles present information in an organized way. This is called text structure. Examples of text structure include: time order, place order, and order of importance.

Persuasive writing attempts to convince readers of a point. A 'reason' explains what the author believes a reader should agree with. Details support the reason. Details can be facts, statistics, examples, expert opinions, and emotional appeals.

Pronouns replace one or more nouns. It can be singular or plural. Gender can be masculine, feminine or neuter. The antecedent is the noun to which the pronoun refers.

Nonfiction tells about people, things, events, or places that are real. Magazine articles are often nonfiction.

Theme: **Understanding Changing Planet**

**Reading Selection: "Summer of Fire" by Patricia Lauber
and "Smoke Jumpers" by Janice Koch**

Objectives:

- To understand multiple representations of information**
- To read and understand nonfiction; to compare nonfiction with a magazine article**
- To understand pronouns and antecedents**
- To use development in writing a persuasive paragraph**
- To understand that using text structure and format while reading can help a reader understand how text is organized.**

Strategies:

Text structure and format:
Before the students read the text, ask them to read the first 5-7 words of each paragraph and determine how the text will be structured - (time-order). Also, preview the graphic aids in order to see the relationship between the text and the graphics.

Persuasive Writing: Use the Internet to research the idea of controlled burns in order to avoid forest fires. Write a persuasive paragraph convincing readers that controlled burns are a good (or bad) idea. State a reason for your argument and support it with three or more details.

Genres: After reading both excerpts ask students to determine how the two passages are alike and how they are different. Use a T-chart or Venn diagram to organize the responses.

Key Vocabulary:

geyser – a natural spring that shoots up a fountain of hot water or steam

veered – shifted or changed direction

canopy – any covering overhead, such as a tree

tinder – anything dry that will easily catch fire on contact with a spark

dwindled – became steadily smaller or less; shrank

embers – something no longer in flames but still glowing

policy – a plan or method of action or conduct

Graphic Aids: Challenge pairs of students to find as many examples of graphic aids as they can within a given time frame (2 minutes). Encourage students to use texts from other content areas as well as classroom 'props'. Share how many examples they found and show a unique or unusual graphic aid.

Theme: Changing Planet		Genre: Expository Nonfiction		Reading Selection: "Oceans" by Seymour Simon		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students read about the forces of nature that shape and reshape our planet. They will come to have a better understanding of natural changes and their impact on Earth and its inhabitants.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		296H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		296G-296H	
Preparing to Read- <i>Main Idea and Details</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q1, Q2, Q3	296 I	
	Adjusting Reading Rate	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Adjusting reading rates]	E	Q1, Q2, Q3	296J
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Expository nonfiction]	I	Q1, Q2, Q3	298, 312	
Vocabulary - <i>Prefixes and Suffixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words	I	Q2	296L	
		Context Clues	–Use context clues to understand the meaning of words in text.	I		296-297
		Multiple Meaning Words	PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1	319D
		Dictionary use	PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		319K

Guided Comprehension <i>"Oceans"</i> <i>"Climate and Seasons"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		296K, 298
		PO 2. Confirm predictions about text for accuracy.			310
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		316
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Adjusting reading rates]	E	Q1, Q2, Q3	298-310 312-315 319C
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	I	Q2	319B 319L
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		319M-319P
Cross-Curricular Connections		–Math –Science –Social Studies	N		296E-296F 303, 305, 307, 313, 317
Writing <i>Persuasive Letters</i>	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader. [Letter]	E		319E-319F

Writing <i>Persuasive Letters</i> <i>(cont.)</i>	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		319E-319F (cont.)
		PO 3. Determine the intended audience of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.			
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 2. Share the writing with the intended audience.			
		PO 4. Write legibly.			
Grammar <i>Subject and Object Pronouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify and use subject and object pronouns.	I		319G-319H
Spelling		PO 7. Spell high-frequency words correctly.	I		319 I - 319J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [-ight and -aight]	I		319A
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		319L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

One type of text structure is to arrange information by a pattern of main ideas and supporting details. The main idea tells what a passage is about and can be either clearly stated or implied. The supporting details serve three purposes: support the main idea, expand the topic, and fill in background for the reader.

When new or difficult information is encountered in nonfiction text, a proficient reader adjusts their reading rate in order to identify and better understand the main idea and supporting details.

Expository nonfiction presents and explains information or ideas.

Another type of text structure is sequence. Clue words help the reader to understand processes or events in text.

A subject pronoun takes the place of a noun or nouns in the subject of a sentence. An object pronoun takes the place of a noun after an action verb or a preposition.

Theme: **Understanding Changing Planet**

**Reading Selection: “Oceans” by Seymour Simon
“Climate and Seasons” by Michael Allaby**

Objectives:

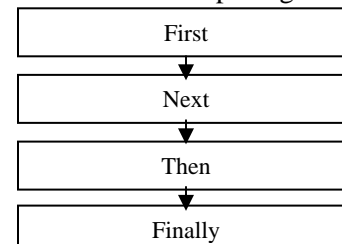
- To analyze the organizational structure of text**
- To adjust the speed of reading to understand information in nonfiction texts**
- To read and understand nonfiction; to compare nonfiction texts**
- To follow the sequence of events in a nonfiction selection**
- To understand subject and object pronouns**
- To use development in writing a persuasive letter**

Strategies:

Main Ideas and Details:

Select a passage with a stated main idea. Provide two colors of highlighter tape. Use one color to designate the main idea of a passage. Use the other color to designate supporting details. Ask students to be prepared to tell the purpose of each detail (support the main idea, expand the topic, or fill in background).

Sequence: Use highlight tape or sticky notes to identify time order ‘clue’ words (after, finally, first, next, then, until, morning, Monday, winter...). Use a simple sequence diagram to order events in a passage.



Compare Nonfiction Texts: After students read the two selections, create a three column table with the following headings: “Oceans”, “Climate and Seasons”, “Both”. List details that are found in both selections

Reading Rate: Read aloud a short fiction passage and a short nonfiction passage. Ask students to note the rate at which you read each passage. Slightly exaggerate slowing your reading rate as you encounter new information in the nonfiction passage. Discuss why the reading rate might change.

Key Vocabulary:

gravitational – an adjective describing one type of force by which two bodies attract each other

bulge – a part that swells outward

inlet – a narrow strip of water leading into land

shallow – not deep

energy – the capacity for doing work or supplying power

generated - produced

Theme: Changing Planet		Genre: Photo Essay		Reading Selection: "Seeing Earth from Space" by Patricia Lauber		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Students read about the forces of nature that shape and reshape our planet. They will come to have a better understanding of natural changes and their impact on Earth and its inhabitants.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		320H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		320G	
Preparing to Read - <i>Graphic Aids</i> <i>Reread to Clarify</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 4. Use graphic organizers in order to clarify the meaning of text.	I	Q1	320 I	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Reread to clarify]	E	Q1, Q2, Q3	320J	
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Photo essay] [Poetry]	I	Q1, Q2, Q3	322, 340	
Vocabulary - <i>Greek / Latin Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I	Q2, Q3	337, 347C	
Context Clues		–Use context clues to understand the meaning of words in text.	I		320L, 320-321	
Analogies		–Use knowledge of word relationships to determine analogies.	I		347K	
Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	347K	

Guided Comprehension <i>"Seeing Earth From Space"</i> <i>"Earth Songs"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		320K, 322 340
		PO 2. Confirm predictions about text for accuracy.	I		338
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		344
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	322-338 340-343
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q1, Q2, Q3	347D
		PO 6. Interpret information from graphic features in expository text.	I	Q2	346-347
		–Gather and combine (synthesize) information from several sources to form an original product or conclusion.	I		347A-347B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		347M-347P
Cross-Curricular Connections		–Social Studies –Science –Health	N		320E-320F 325, 327, 329 331, 333, 337, 345
Writing <i>Persuasive Essay</i>	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader. [Essay]	E		347E-347F
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming , graphic organizer, drawing, writer's notebook, group discussion, printed material).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
		PO 3. Determine the intended audience of a writing piece.	I		

Writing <i>Persuasive Essay (cont.)</i>	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		347E-347F (cont.)
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 2. Share the writing with the intended audience.	I		
		PO 4. Write legibly.	I		
Grammar <i>Possessive Pronouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify and use possessive pronouns.	N		347G-347H
Spelling		PO 7. Spell high-frequency words correctly.	I		347 I - 347J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [-ant, -ent]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Debate	N		347L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Graphic aids help readers to better understand text.

A graph can be used to compare information.

A diagram can be used to show the parts of something.

A chart or table can be used to compare information containing numbers or groups of information.

A map can be used to show location or a route.

A timeline can be used to show when things happened.

In a photo essay, the pictures & text work together to provide information.

Proficient readers often read parts of a passage or the whole passage two or three times.

A photo essay presents information through a combination of photographs and related text.

A possessive pronoun shows ownership and takes the place of a possessive noun.

Possessive pronouns never have apostrophes. Only possessive nouns and contractions have apostrophes.

Theme: **Understanding Changing Planet**

Reading Selection: “Seeing Earth from Space” by Patricia Lauber

Objectives:

- To use multiple representations of information**
- To reread text in order to discern and clarify main ideas and concepts**
- To read and understand a photo essay; to compare a photo essay with poetry**
- To use possessive pronouns correctly**
- To use development in writing a persuasive essay**
- To use knowledge of root words and suffixes to decode multi-syllabic words**

Strategies:

Decoding Multi-syllabic Words: Given a multi-syllabic word, students should circle the prefixes and suffixes. Underline the remaining vowels. (i.e., national = national) Decode each syllable and blend together.

Possessive Pronouns: Pose the question “Whose is it?” Require two responses: a possessive noun and a possessive pronoun. (i.e., “Linda is an artist. The painting is hers.” “Whose painting is it?” “The painting is Linda’s. It is hers.”)

Photo essays: If digital cameras are available for student use, assign pairs of students to create a photo essay. Supplement student photos with internet photos. (Students should document work that is not theirs.)

Key Vocabulary:

sensors – devices that react to a stimulus by recording it or sending an electrical signal

atoll – a doughnut-shaped coral island enclosing a lagoon

reef – a ridge of sand, rocks, or coral at or near the surface of the water

lagoon –a body of water enclosed by a ring-shaped coral island

meander – to wind and turn in a course, as does a river

barren – having no vegetation

Comparing Texts: Use a three-column table to compare the photo essay to the poem. List the information unique to the photo essay in one column, the poem in a second column. List the information that is common to both in the third column.

Reread to Clarify: Use the ‘think aloud’ strategy to model rereading to clarify the main idea and difficult concepts. Explain to students that graphic aids will also help to clarify nonfiction text.

Theme: Changing Planet		Genre: Mystery	Reading Selection: "The Case of the Flying-Saucer People" by Seymour Simon		Quarter this will be taught <u>2nd</u>	
Enduring Understanding: Students read about the forces of nature that shape and reshape our planet. They will come to have a better understanding of natural changes and their impact on Earth and its inhabitants.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		348H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		348G-348H	
Preparing to Read - Graphic Organizers	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 4. Use graphic organizers in order to clarify the meaning of text.	I	Q1	348 I	
	Main Idea and Details	Reading Strand 3 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	PO 1. Identify the main idea and supporting details in expository text.	E	Q1, Q2, Q3	348 I, 364-365
	Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Mystery] [Science Fiction]	E	Q1, Q2, Q3	350
Vocabulary - Decoding / Phonics	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	–Use decoding strategies to read unfamiliar words.	N		348J, 355	
Analogies		–Use knowledge of word relationships to complete analogies.	I		365K	
Context Clues		–Use context clues to understand the meaning of words in text.	I		348-349	

Vocabulary (cont.)- <i>Multiple Meaning Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	E	Q1, Q3	365K
		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		348L 348-349
Guided Comprehension <i>"The Case of the Flying-Saucer People"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		348K 350
		PO 2. Confirm predictions about text for accuracy.	I		360
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		362
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	350-361 365D
Skills and Strategies <i>Media Messages</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 7. Identify the intended effect of the techniques that the author uses to influence readers' feelings and attitudes. [Bandwagon] [Glad words / Sad words]	I		365A-365B
	Reading Strand 3 Concept 3: Persuasive Text <i>Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</i>	PO 2. Identify the intended effect of persuasive vocabulary that the author uses to influence readers' opinions	E	Q2, Q3	
		PO 3. Identify the intended effect of persuasive strategies that the author uses to influence readers' perspectives.	E	Q3	
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		365M-365P
Cross-Curricular Connections		–Science –Social Studies	N		348E-348F, 353 357, 363

Writing Persuasive Essay	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i>	PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader. [Essay]	E		365E-365F
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Persuade]	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft. [Student - Teacher conference]	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		

Grammar <i>Case (pronouns)</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns , conjunctions, adverbs.	I		365G-365H
Spelling		PO 7. Spell high-frequency words correctly.	I		365C 365 I - 365J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [-tion, -ness]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		365L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

When the main idea of a passage is not stated explicitly it is implied. The reader must determine the main idea by paying attention to the details.

A mystery is a story built on suspense.

Science fiction is a kind of made-up story based at least partly on ideas from science. Science fiction may be unrealistic and the characters may not be like real people. Science fiction stories often incorporate technology and are often set in the future.

When you replace a noun with a personal pronoun, the case form of the pronoun must reflect the way the noun is used in the sentence.
Subject pronouns are: I, you, he, she, it, we, they.
Object pronouns are: me, you, her, him, it, us, them.
Possessive pronouns are: my/mine, your/yours, her/hers, his, its, our/ours, their/theirs.

When preparing to write a persuasive essay, know the audience and the topic. Focus on the important wording in the prompt.

Theme: **Understanding Changing Planet**

Reading Selection: “The Case of the Flying-Saucer People” by Seymour Simon

Objectives:

- To identify and explain the unstated main idea of a selection
- To read and understand science fiction and mysteries
- To understand case
- To use development in writing a persuasive essay

Strategies:

Implied Main Idea: Ask students to think of a time they started watching a movie or television show after it had already begun. Were they able to figure out what the show was about? How?

Case: Choose a narrative passage written in first person. Ask the students to rewrite the passage changing as many nouns as possible to pronouns. Rewrite the passage a second time, changing from first person to third person.

Problem Solving Guides: Students will try to solve the mystery as they read the story. Provide a problem solving guide like the one below to help them track the clues and their thinking as they read the story.

Problem	
Clues	Actions
Solution	

Key Vocabulary:

advanced – highly developed or complex

features – facial characteristics

translation – spoken or written words that have been changed from one language to another

piercing - penetrating

publicity – information intended to attract public interest

Science Fiction: Provide the students with small sticky notes or sticky flags. As they read the selection, mark places in the text that provide the reader with information that tells us this is a science fiction story.

Fluency: Assign groups of students to roles. Perform the selection as a Readers Theater production.

Trophies

Distant Voyages

Theme 4 - Express Yourself

In this theme, students learn about different forms of creativity and see how creative children may grow up to become creative adults.

Essential Question: How can we develop our interests and talents so that they become part of our adult lives?

Additional Theme Related Books

Easy

- Showtime!: Over 75 Ways to Put On a Show, by Reg Bolton
- Happy Birthday, Everywhere, by Arlene Erlbach
- Buddy, by William Joyce
- Tchaikovsky Discovers America, by Esther Kalman
- Shannon: An Ojibway Dancer, by Sandra King
- Beethoven Lives Upstairs, by Barbara Nichols
- Alvin Ailey, by Andrea Davis Pinkney

Average

- The Young Dancer, by Darcey Bussell
- The Remembering Box by Eth Clifford
- Words and More Words, by Babs Bell Hajdusiewicz
- Duke Ellington, by Andrea Davis Pinkney
- Grandfather's Day, by Ingrid Tomey
- Georgia O'Keeffe, by Robyn Montana Turner

Challenging

- Romeo and Juliet: Together (and Alive) at Last, by Avi
- Prairie Songs, by Pam Conrad
- Talking with Artists: Volume Two, by Pat Cummings
- The Young Person's Guide to the Ballet, by Anita Ganeri

Challenging (cont.)

- The Young Person's Guide to the Orchestra, by Anita Ganeri
- Daphne's Book, by Mary Downing Hahn
- The Sandy Bottom Orchestra, by Garrison Keillor and Jenny Lind Nilsson
- Maria Tallchief: Native American Ballerina, by Paul Lang
- Andrew Carnegie: Builder of Libraries, by Charnan Simon
- Silly Celebrations, by Denise Skrepcinski
- Bard of Avon: The Story of William Shakespeare, by Diane Stanley and Peter Venneria

Deer Valley Language Arts Curriculum Alignment

Grade 5

Theme: Express Yourself		Genre: Realistic Fiction	Reading Selection: "Hattie's Birthday Box" by Pam Conrad			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students learn about different forms of creativity and see how creative children may grow up to become creative adults.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		368H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		440G T116-T118B	
Preparing to Read - <i>Self-questioning</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-questioning]	E	Q1, Q2, Q3	368J	
	Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction (Short Story)] [Myth]	I	Q1, Q2, Q3	370
Vocabulary - <i>Affixes (word structure)</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I	Q2, Q3	368L, 389A	
Multiple Meanings		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	E	Q1, Q3	368 I 368-369, 388 S100-S101, T108	
Context Clues		–Use context clues to understand the meaning of words in text.	I		368-269 T108, S98-S99	
Figurative Language		PO 4. Determine the meaning of figurative language, including similes , personification, and idioms.	I	Q2, Q3	389 I	
Homographs		–Understand and use homographs.	N		389 I	

Guided Comprehension <i>"Hattie's Birthday Box"</i> <i>"Pandora's Box"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		368K
		PO 2. Confirm predictions about text for accuracy.	I		380
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		386
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences , sequencing) to comprehend text.	E	Q1, Q2, Q3	370-380 382-384 389B
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	I		370-380
		PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	I	Q1, Q2	371, 384 T119
		PO 4. Analyze how a character's traits influence that character's actions.	I	Q2, Q3	382-384
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		389K-389N
Cross-Curricular Connections		–Social Studies –Science	N		368E-368F 375, 383, 387
Writing <i>Paragraphs that Compare</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information. [Compares]	N		389C-389D S102-S103
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies to plan writing. [List]	I		

Writing <i>Paragraphs that Compare (cont.)</i>	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		389C-389D S102-S103 (cont.)
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Reflexive Pronouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns, conjunctions, adverbs. [reflexive pronouns]	N		389E-389F T109, S103
Spelling		PO 7. Spell high-frequency words correctly.	I		389G-389H
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [-able, -less]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		389J
		-Listen to a Comparison Speech	N		

CONCEPT MAP

Grade 5

Key Concepts:

In order to determine the author's intended definition of a word with multiple meanings, look for clues in the context of the passage.

A strategy that proficient readers use is called "self-questioning". A good reader asks themselves if they understand what they are reading. If something is confusing, a proficient reader asks themselves clarifying questions.

A short story is a fictional narrative that is not part of a novel.

Myths are traditional stories that have been handed down from the past. They do not have original authors. They offer explanations for natural occurrences or for the meaning of life. Myths have supernatural characters and events. They show what a group of people believed.

In a comparison paragraph, the opening sentence states the items to be compared. Characteristics are described. It ends with a conclusion.

Making an inference is 'reading between the lines'. When readers make an inference they make a connection between information given in the text and personal knowledge or experience.

Theme: **Creativity** Express Yourself

**Reading Selection: "Hattie's Birthday Box" by Pam Conrad
"Pandora's Box" by Anne Rockwell**

Objectives:

- To use context to determine or clarify word meaning
- To understand that self-questioning while reading can help a reader understand important ideas.
- To read and understand realistic fiction; to compare realistic fiction with Greek mythology
- To understand how to make inferences
- To understand reflexive pronouns
- To use effective sentences in writing a paragraph that compares

Strategies:

Multiple Meaning Words:

Students will illustrate two or more definitions of given multiple meaning words. For example, given the word 'pitch', students might draw a baseball player throwing a ball, a bucket of black tar-like material, musical notes, a slanted roof. The teacher will read sentences containing the word pitch. Students will hold up the appropriate illustration as it is used in the sentence.

Self-questioning: Provide students with sticky notes. As they read the passage, they may encounter some confusion. They should place sticky notes at the places where they are confused and write a statement about what they do understand and then a question about the info that is confusing to them. At the end of the passage, return to the questions and see if their ?;s have been answered.

Fluency: Choose a passage. Model appropriate pitch and expression by reading it along as students follow along. Then have students read aloud the same passage chorally with you.

Reflexive Pronouns: Replace nouns with reflexive pronouns and vice versa in given sentences. (i.e., Sam gave Sam a pat on the back. → Sam gave himself a pat on the back. John and Marc made a promise to Marc and John. → John and Marc made a promise to themselves.

Key Vocabulary:

undeniable – plainly true or too good to be denied

rations – limited amounts of something people can have

brooded – thought deeply in a worried manner

concocted – made up; devised

despair – the heavy feeling when all hope is lost

homestead – to settle, improve, and eventually own land given by the U.S. government

perch – a place to sit or stand that is higher than its surroundings

Theme: Express Yourself		Genre: Biography	Reading Selection: "William Shakespeare & the Globe" by Alik		Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students learn about different forms of creativity and see how creative children may grow up to become creative adults.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		390H
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		440G T116-T118B
Preparing to Read - Fact and Opinion Adjust Reading Rate Genres	Reading Strand 3 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.	E	Q1	390 I 420 S106-S107 T110
	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Adjust Reading Rate]	E	Q1, Q2, Q3	390J
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Biography, comedy, tragedy, history, fairy tales, proverbs]	I	Q1, Q2, Q3	392 395 414
Vocabulary - Decode multisyllabic words	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	–Decode an unfamiliar word by breaking it into familiar parts, pronouncing the parts separately, and then trying ways of putting the parts together until it sounds familiar.	N		390L 390-391
Context Clues		–Use context clues to understand the meaning of words in text.	I		390-391 S104-S105, T108
Word Families		–Determine the meaning of an unfamiliar word by relating it to a word with similar structure. (i.e., company --> companion)	N		421A-421B

Vocabulary (cont.) <i>Slang</i> <i>Multiple Meaning Words</i> <i>Synonyms</i>	(cont.) Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Identify slang words and determine the meaning.	N		421K
		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	I	Q1, Q3	421D
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text. [Similar meanings]	I	Q1	421A
Guided Comprehension <i>"William Shakespeare & the Globe"</i> <i>"African Proverbs"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		390K 392
		PO 2. Confirm predictions about text for accuracy.	I		410
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		418
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	393-411 414-417
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	I	Q2	393-411
	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 1. Locate specific information from functional text (e.g., letters memos, directories, menus, schedules, pamphlets, search engines , signs, manuals, instructions, recipes, labels, forms).	N	Q2	421L
		PO 2. Interpret details in functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	N	Q2	421L

Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		421M-421P
Cross-Curricular Connections		–Social Studies –Science –Performing Arts	N		390E-390F 403, 407, 418-419
Writing <i>News Stories</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article , reflective paper, log)	I		421E-421F S108-S109
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		
		PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve the draft.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Adjectives and articles</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Use adjectives and articles	I		421G-421H S109, T111
Spelling		PO 7. Spell high-frequency words correctly.			421 I - 421J
		PO 8. Use common spelling patterns/generalizations to spell words correctly. [augh / ough] [suffixes]	I		421C
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		421L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

A fact is specific information that you can prove to be true.

An opinion is a thought or feeling about something. An opinion cannot be proven.

When a passage contains unfamiliar words or new information, the reader will need to adjust their reading rate, slowing down when the information is new or unfamiliar and speeding up when it is familiar.

A biography is the story of a person's life written by another person.

A proverb is a saying that gives good advice or words of wisdom.

An adjective describes a noun or a pronoun. It may come before the noun or the pronoun. It may follow a verb such as *is*, *seems*, or *appears*.

An article is a specific kind of adjective. There are only three articles: *a*, *an*, and *the*.

An affix is a letter or sequence of letters that is added to a word or base and changes the meaning of the word. A prefix is an affix added to the beginning of a word or base.

A suffix is an affix added to the end of a word or base.

Theme: **Creativity** Express Yourself

**Reading Selection: "William Shakespeare & the Globe" by Alik
"African Proverbs" retold and illustrated by Ashley Bryan**

Objectives:

- To distinguish facts, supported inferences, and opinions in text
- To understand how to adjust reading rate for improved understanding of nonfiction
- To read and understand a biography; to compare biography with proverbs
- To identify and use adjectives and articles
- To understand prefixes and suffixes
- To use effective sentences in writing a news story

Strategies:

Affixes: Brainstorm words that have the same endings. (i.e., dentist, tourist, artist, cyclist) Make generalizations about the meaning of the suffix – (someone that performs a specific action).

Brainstorm words that have the same beginning. (i.e., unicycle, unicorn, universe, unison) Make generalization about the meaning of the prefix – (one)

Apply this knowledge when decoding and/or spelling words with known affixes.

News Stories: Write a news story answering the questions who, what, when, where and why?

Adjectives: Create a three column table.

What kind	How many	Which one

As the student encounters adjectives in the text, record the adjective in the appropriate column.

Fact and Opinion: Provide students with two colors of highlighting tape. As they read, highlight the facts in one color and the opinions in the other color.

Readers Theatre: Assign small groups of students to acts and scenes. After each group has had an opportunity to practice the pacing of their scene, perform each scene in sequence.

Key Vocabulary:

patron – a person of wealth or influence who supports an artist or writer

shareholder – a person who owns part of a business

critical – apt to judge severely or form unfavorable opinions

lavish – extremely showy, expensive, or abundant

congested – crowded, too full

adornment – decoration; ornament; something that beautifies a person or thing

dismantle – take apart

Theme: Express Yourself		Genre: Autobiography	Reading Selection: "The World of William Joyce Scrapbook" by William Joyce			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students learn about different forms of creativity and see how creative children may grow up to become creative adults.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		422H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		440G T116-T118B	
Preparing to Read- <i>Text structure and format</i> <i>Genres</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Text structure and format] [Synthesizing]	I	Q1,Q2, Q3	422J 439D	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Non-fiction - autobiography]	I	Q1,Q2, Q3	424	
Vocabulary - <i>Prefixes and Suffixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words	I	Q2, Q3	439A	
Context Clues		–Use context clues to understand the meaning of words in text.	I		422L, S110-S111 422-423, T108	
Slang		–Identify slang words and determine the meaning.	N		439K	
Dictionary use		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		439C	
Synonyms / Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	E	Q1	422 I, 438 439K, S112-S113	

Guided Comprehension <i>"The World of William Joyce Scrapbook"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		422K 424 T121
		PO 2. Confirm predictions about text for accuracy.	I		434
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		436 T121
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	424-434 T121
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.	I	Q1	439B 424-434 T109
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		439M-439P
Cross-Curricular Connections		–Art –Social Studies	N		422E-422F 429, 437
Writing <i>Comparison and Contrast Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log) [Comparison and Contrast Essay]	N		439E-439F S114-S115

Writing <i>Comparison and Contrast Essay</i>	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		439E-439F S114-S115
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a formal appropriate to audience and purpose.	I		
Grammar <i>Proper Adjectives</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify and use proper adjectives	I		439G-439H S115, T113
Spelling		PO 7. Spell high-frequency words correctly.	I		439 I - 439J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [non-, in-, and un-]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		439L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Synonyms are words that have the same or nearly the same meanings. Antonyms are words that have opposite meanings.

An autobiography is a type of nonfiction in which a person tells about his or her own life and experiences. It is usually written from the first-person point of view.

One type of text structure is 'chronological order' or 'time order'. When this type of text structure is used, the story moves forward in time from one event to another.

A prefix usually forms a separate syllable and the stress is usually placed on the root word. Prefixes do not usually change the pronunciation of the root word, but they do change the meaning of the word.

A comparison and contrast essay begins with an expressed opinion in the opening paragraph. This opinion is supported by stated likenesses and differences in the body of the essay. End the essay with a concluding paragraph.

Theme: **Creativity** Express Yourself

Reading Selection: "The World of William Joyce Scrapbook" by William Joyce

Objectives:

- To understand and explain synonyms and antonyms
- To understand that using text structure and format while reading can help a reader understand the structural organization of informational text
- To read and understand an autobiography
- To understand prefixes
- To use effective sentences in writing a comparison and contrast essay

Strategies:

Synonyms: Post student-created word walls, clustering synonyms for given words. For example – post the word 'big' and cluster student generated synonyms around the word 'big'.

Antonyms: Create continuums of words along a horizontal line with antonyms at either end of the line.

Sunrise Dawn Morning Noon Afternoon Dusk Sunset



Fluency: Encourage increased fluency by reading a sentence aloud and having students read it back to you, copying your intonation. (Echo Reading)

Fact and Opinion: Create Fact and Opinion charts to record the facts and opinions they identify in a passage.

Fact	Opinion

Key Vocabulary:

encouraged – gave confidence to, urged

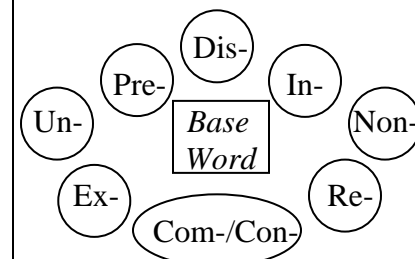
illustrating – furnishing with pictures or drawings that explain or decorate

series – a number of things coming one after another in time or place

charcoal – a black substance used as a drawing crayon

pastels – chalklike crayons, usually in light, soft colors

Prefixes: Create a web with a base (or root word) at the center of the web. Surround the word with known prefixes. Ask students to build new words. Use the newly constructed words in meaningful sentences.



Theme: Express Yourself		Genre: Informational Narrative		Reading Selection: "Satchmo's Blues" by Alan Schroeder		Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students learn about different forms of creativity and see how creative children may grow up to become creative adults.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		440H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		440G T116-T118B	
Preparing to Read - Fact and Opinion Read Ahead Genres	Reading Strand 3 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	PO 2. Distinguish fact from opinion in expository text, using supporting evidence from text.	E	Q1	440 I, 462-463 T109 S118-S119	
	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Reread to clarify]	E	Q1, Q2, Q3	440J	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Informational narrative] [Encyclopedia article]	I	Q1, Q2, Q3	442 458	
Vocabulary - Greek / Latin Roots	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I	Q2, Q3	463G	
Context Clues		–Use context clues to understand the meaning of words in text.	I		440L, S116-S117 440-441, T108	
Figurative Language		PO 3. Determine the difference between figurative language and literal language.	I		463B	
Homographs		–Understand and use homographs.	N		463 I	

Guided Comprehension <i>"Satchmo's Blues"</i> <i>"Brass Instruments"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		440K 442, 458
		PO 2. Confirm predictions about text for accuracy.	I		454
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		460
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	442-454 458-459
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 6. Interpret information from graphic features in expository text.	I	Q2	458-459
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		463K-463N
Cross-Curricular Connections		–Science –Social Studies –Music	N		440E-440F 445, 461 447, 459
Writing <i>Choose Exact Words</i>	Writing Strand 2 Concept 4: Word Choice <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	I		463 I

Writing Response to Literature	Writing Strand 3 Concept 5: Literary Response <i>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</i>	PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: evidence from the text, personal experience, comparison to other text/media.	I		463C-463D S120-S121
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming , graphic organizer, drawing, writer's notebook, group discussion, printed material).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		

Deer Valley Language Arts Curriculum Alignment

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Grammar <i>Comparative Adjectives</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify and use comparative adjectives.	N		463E-463F S121, T114
Spelling		PO 7. Spell high-frequency words correctly.	I		463G-463H
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [re- , inter-]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Present a personal response to a literature selection	N		463J
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Reading ahead can help to clarify new ideas and vocabulary. Often times the author will provide additional information that helps the reader to better understand the new concept or unfamiliar vocabulary.

A fact is information that can be proven right or wrong.
An opinion expresses a thought or feeling about something. It cannot be proven right or wrong.
A supported inference is a conclusion that you draw based on factual evidence.

An informational narrative gives information, but the events themselves might not be real.
An encyclopedia article gives information that is factual.

When comparing one thing with one other thing, add -er to most adjectives. "The river is wider here than in St. Louis."
When comparing one thing with two or more other things, add -est to most adjectives. "The shortstop is the fastest player on the team."
If the adjective has three or more syllables, use 'more' instead of -er, and 'most' instead of -est.

Theme: **Creativity** Express Yourself

Reading Selection: "Satchmo's Blues" by Alan Schroeder

Objectives:

- To distinguish facts, supported inferences, and opinions in text
- To understand that reading ahead can provide additional information for understanding new concepts and vocabulary
- To read and understand an informational narrative; to compare an informational narrative with an encyclopedia article
- To use adjectives to compare
- To use effective sentences in writing a response to literature

Strategies:

Comparative Adjectives: Train students to cover their ears with their hands as a signal that they have heard an incorrect usage of a comparative adjective. [i.e., "She is the tallest girl in our class." (ears uncovered)
"My mother is the bestest cook in the whole family." (ears covered)
"I am fastest than you." (ears covered)]

Facts, Opinions, Supported Inferences: Provide students with three index cards. Have them write 'fact' on one card, 'opinion', and 'inference' on the other cards. Say a series of statements, asking the student to hold up the card that best reflects if the statement is a fact, opinion, or supported inference. [i.e., The little boy has blue eyes. (fact)
The little boy is very smart. (opinion)
The little boy is in a wheelchair. He has an illness. (supported inference)]

Key Vocabulary:

errands – Short trips to carry out tasks, often for someone else

produce – vegetables and fruits grown for sale

pawnshop – a place where personal goods are exchanged for money loans

gravelly – harsh, rough as in the sound of a voice

numerous – very many

International – relating to, between, or like two or more nations

Response to Literature: Play a heavy metal or rap music selection. Ask students how their grandparents, parents, peers, etc would respond to the music. Share with students that we all respond to literature selections in similar ways. Cite specific passages and ask for reactions.

Fluency: Assign small groups of students to read the selection as a Readers Theater. Try various roles.

Selection: Satchmo's Blues

Theme: Express Yourself		Genre: Biography	Reading Selection: "Evelyn Cisneros <i>Prima Ballerina</i> " by Charnan Simon			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Students learn about different forms of creativity and see how creative children may grow up to become creative adults.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		464H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		440G T116-T118B	
Preparing to Read - <i>Summarizing</i> <i>Main Idea and Details</i> <i>Genres</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing]	E	Q1, Q2, Q3	464J, 481	
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q1, Q2, Q3	464 I 486-487	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Biography] [Poetry]	E	Q1, Q2, Q3	466, 482	
Vocabulary - <i>Root Words / Affixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meanings of unknown words.	I	Q2, Q3	487 I	
Decoding / Phonics		–Use decoding strategies to read unfamiliar words. (Open and Closed Syllables)	N		487A	
Context Clues		–Use context clues to understand the meaning of words in text.	I		464L 464-465	

Deer Valley Language Arts Curriculum Alignment

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Vocabulary - <i>Classify / Categorize</i>	(cont.) Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Classify and categorize words by meaning or word structure.	N		487B
		–Identify the language a word from which a word has been borrowed.	I		487 I
Etymology					
Guided Comprehension <i>"Evelyn Cisneros: Prima Ballerina"</i> <i>"Celebration"</i> <i>"Eagle Flight"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		464K, 466
		PO 2. Confirm predictions about text for accuracy.	I		480
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		484
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Questioning the Author]	E	Q1, Q2, Q3	467-480
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	I	Q1, Q2	471
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		478K-478N
Cross-Curricular Connections		–Performing Arts / Dance –Social Studies –Science / Math	N		464E-464F 469, 475, 477 485

Writing Comparison and Contrast Essay	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log) [Comparison and Contrast Essay]	N		487C-487D
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing	I		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft. [Student - Teacher conference]	I		
Grammar Main and Helping Verbs	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs , personal pronouns, conjunctions, adverbs. [helping verbs]	I		487E-487F
Spelling		PO 7. Spell high-frequency words correctly.	I		487G-487H
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [dis- , de-]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		487J
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

One kind of organizational structure that writers use to present text is main idea and details.

The main idea may be clearly stated or it must be implied by the reader.

Good readers use strategies, such as summarizing, to understand and remember what they read.

A biography is a story about a person's life written by another person.

A verb is a word or group of words that expresses action or being.

A verb phrase consists of a main verb preceded by at least one helping verb. The main verb is the most important verb.

A helping verb works with the main verb to tell about an action.

A comparison and contrast essay contains an introduction stating that there are both similarities and differences between two things. The body of the essay gives examples of both similarities and differences. Specific facts and details support the examples. An essay always ends with a concluding statement.

Theme: **Creativity** Express Yourself

Reading Selection: "Evelyn Cisneros *Prima Ballerina*"
by Charnan Simon

Objectives:

- To analyze the organizational structure of text
- To understand that summarizing while reading can help a reader understand the main idea of a selection
- To read and understand biography; to compare biography with poetry
- To understand main and helping verbs
- To use effective sentences in writing a comparison and contrast essay

Strategies:

Summarizing: Summarize verbally in every content area. At the end of a class session, ask partners to turn to one another and summarize the lesson.

Inferred Main Idea: Provide examples of passages that do not have a topic sentence. Allow students to work with a partner to record details from the passage. Use the details to determine a main idea. Share with the class.

Comparison and Contrast Essay: Ask students to think about two things they like within one category. For example if the category is sports – they might enjoy both baseball and basketball. List similarities and differences. Use the lists to write an essay.

Fluency: Have partners choose passages to read aloud. Have one partner read while the other listens and offers feedback. Switch roles. Repeat for several passages

Key Vocabulary:

flexibility – the ability to bend or twist without breaking

migrant – moving around to find work, especially in harvesting crops

timid – fearful or shy

thrived – progressed toward a goal

scholarship – money awarded to a student to help pay for his or her education

devote – to give up one's time to an activity

apprentice – a person who works for another to learn a skill

Main Idea and Details:

As students read the passage, use a chart like the one below to determine the main idea and supporting details.

Main Idea

Supporting details:

-
-
-

Trophies

Distant Voyages

Theme 5 - School Rules

In this theme, students see many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.

Essential Question: What have you learned in school that wasn't found in a book?

Additional Theme Related Books

Easy

- Dear Peter Rabbit, by Alma Flor Ada
- Donovan's Word Jar, by Monalisa DeGross
- Family Pictures, by Carmen Lomas Garza
- Class President, by Johanna Hurwitz
- Messages in the Mailbox: How to Write a Letter, by Loreen Leedy
- Louisa May Alcott: Young Writer, by Laurence Santrey

Average

- Strider, by Beverly Cleary
- The Landry News, by Andrew Clements
- Thirteen Ways to Sink a Sub, by Jamie Gilson
- Words and More Words, by Babs Bell Hajdusiewicz
- Skinnybones, by Barbara Park
- Bill Peet: An Autobiography, by Bill Peet
- Just Kids: Visiting a Class for Children with Special Needs, by Ellen B. Senisi
- Boys at Work, by Gary Soto
- The Pool Party, by Gary Soto
- The Green Book, by Jill Paton Walsh

Challenging

- Norby and the Court Jester, by Janet and Isaac Asimov
- Live Writing, by Ralph Fletcher
- The Riddle of the Rosetta Stone, by James Cross Giblin
- Daphne's Book, by Mary Downing Hahn
- Heads, I Win, by Patricia Hermes
- Accidents May Happen: Fifty Inventions Discovered by Mistake, by Charlotte Foltz Jones
- From Anna, by Jean Little
- Baseball in April, by Gary Soto

Theme: School Rules		Genre: Realistic Fiction	Reading Selection: "Off and Running" by Gary Soto			Quarter this will be taught <u>3rd</u>
Enduring Understanding: There are many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		490H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		490G - 490H	
Preparing to Read - <i>Text Structure</i> <i>Compare and Contrast</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Text Structure -Compare and Contrast]	I	Q1, Q2, Q3	490 I 510-511	
	Genres Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction]	I	Q1, Q2, Q3	492	
Vocabulary - <i>Prefixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I	Q2, Q3	511 I - 511J	
Multiple Meanings		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	E	Q1, Q3	511D	
Context Clues		–Use context clues to understand the meaning of words in text.	I		490J, 490L 490-491	
Foreign Language Origins		–Identify the meaning of words from other languages that are recognized and understood by English speakers.	I		511K	
Analogies		–Use knowledge of word relationships to complete analogies.	I		511K	

Guided Comprehension <i>"Off and Running"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		490K, 492
		PO 2. Confirm predictions about text for accuracy.	I		506
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		508
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	492-506
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 4. Analyze how a character's traits influence that character's actions.	I	Q2, Q3	511A-511B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		511M-511P
Cross-Curricular Connections		–Social Studies –Science	N		490E-490F, 497 499, 501, 503, 509
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	E		511E-511F
		PO 2. Organize notes in a meaningful sequence.	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers , drawing, writer's notebook, group discussion, printed material).	E		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	E		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Action and Linking Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs , personal pronouns, conjunctions, adverbs. [linking verbs]	I		511G-511H
Spelling		PO 7. Spell high-frequency words correctly.	I		511 I - 511J
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		511L
		–Listen to a Comparison Speech	N		

CONCEPT MAP

Grade 5

Key Concepts:

A text structure that authors sometimes use to present information is the compare/contrast format.

Comparing means focusing on ways people, places, objects, ideas, and events are alike.

Contrasting means focusing on ways people, places, objects, ideas, and events are different.

Realistic fiction tells about characters and events that are like people and events in real life.

Authors help us to understand characters by directly describing the characters' appearance and actions and explain the characters' motives. Other times writers give information through the characters' thoughts, words, and actions. Sometimes we learn about a character through the thoughts, actions, and words of other characters.

An action verb tells what the subject does, did, or will do. An action verb is often followed by a direct object (a noun or pronoun that receives the action).

A linking verb connects the subject to a noun, a pronoun, or an adjective in the predicate.

Theme: **Determination** **School Rules**

Reading Selection: "Off and Running" by Gary Soto

Objectives:

- To analyze text that is presented in the compare/contrast format
- To contrast the actions, motives, and appearances of characters in a work of fiction
- To read and understand a realistic fiction selection
- To use action and linking verbs correctly
- To use organization in writing a research report

Strategies:

Compare and Contrast:
Prepare a word wall with the labels 'compare' and 'contrast'. As students encounter signal words, write them on cards and post them on the word wall under the appropriate label.

<i>Compare</i>	<i>Contrast</i>
similarly	although
both	in contrast
likewise	however
like	nevertheless

Linking Verbs: Cut construction paper strips (1" X 4"). Ask students to brainstorm linking verbs, writing each word on a strip. Glue or tape the strips into a paper chain with each strip as a 'link'.

Preparing to Write a Research Report: Use index cards to organize information gathered from a variety of resources for a research report.

Key Vocabulary:

graffiti – drawings or writing scrawled or painted on a public surface, such as the wall of a building

obnoxious – very unpleasant or offensive

campaign – an organized series of activities designed to obtain a definite result

endorse – to give approval or support to someone

residence – place where one lives

Fluency: Audiotext 5 has a recording of "Off and Running". Students should listen to a portion of the text and then replay it as they read aloud with the recording.

Characters: As students read the selection, complete the character chart.

	Character 1	Character 2
Age		
Actions		
Words		
Physical		
Traits		

Theme: School Rules		Genre: Autobiography		Reading Selection: "Little by Little" by Jean Little		Quarter this will be taught <u>3rd</u>
Enduring Understanding: There are many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		512H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		512G-512H	
Preparing to Read - <i>Author's Purpose</i> <i>Self-Question</i> <i>Genres</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	E	Q2, Q3	512 I , 532-533	
	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-Question]	E	Q1, Q2, Q3	512J	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Autobiography] [Free Verse Poetry]	I	Q1, Q2, Q3	514, 528	
Vocabulary - <i>Homophones</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Understand that homophones are words that sound alike but are different words with different meanings that may or may not have different spellings.	N		533 I	
Context Clues		–Use context clues to understand the meaning of words in text.	I		512L, 512-513, 533 I	
Multiple Meaning Words		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	I	Q1, Q3	533 I	

Guided Comprehension <i>"Little by Little"</i> <i>"About Notebooks"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		512K
		PO 2. Confirm predictions about text for accuracy.	I		526
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		528-530
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	514-526 528-529
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 8. Identify types of poetry (e.g., free verse haiku, cinquain, limericks).	I		528-529
		PO 7. Identify the intended effect of the techniques that the author uses to influence readers' feelings and attitudes.	I		528-529
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	– Analyze the organizational structure (compare and contrast) of expository text. [6th grade PO]	N		533B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		533 K - 533 N
Cross-Curricular Connections		–Math –Health –Science	N		512E-512F, 517 521, 531
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 2. Organize notes in a meaningful sequence.	I		533C-533D
		PO 3. Write an informational report that includes main ideas and relevant details.	I		

Writing Research Report (cont.) 6-Traits <i>Organization</i>	Writing Strand 2 Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.	PO 2. Create a beginning that captures the reader's interest.	I		533C-533D
		PO 3. Place details appropriately to support the main idea.	I		
		PO 5. Create an ending that provides a sense of resolution or closure.	I		
		PO 6. Construct a paragraph that groups sentences around a topic.	I		
Grammar <i>Present Tense</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Use correct present-tense form of given verbs	I		533E-533F
		PO 13. Use subject/verb agreement in simple and compound sentences	I		
Spelling		PO 7. Spell high-frequency words correctly.	I		533G-533H
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		533 J
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

The author's purpose is the reason the author has for writing. The most common purposes are to inform, to entertain, and to persuade.

The author's viewpoint, or perspective, is how the author feels about the subject.

An autobiography is a person's story of his or her own life.

A present tense verb shows action that is happening now or happens over and over. The form of the verb changes to agree with the subject of the sentence.

Free verse is a style of poetry that has no regular pattern of rhyme or rhythm.

A formal outline is one way to organize information prior to writing a research report. An outline is considered a type of graphic organizer.

Self-questioning while reading can help a reader understand important ideas or confirm their understanding of the author's purpose & viewpoint.

Theme: **Determination** **School Rules**

Reading Selection: "Little by Little" by Jean Little

Objectives:

- To identify the author's purpose and viewpoint**
- To read and understand an autobiography selection; to compare autobiography with poetry**
- To use present tense correctly**
- To use organization in writing a research report**
- To use the reading strategies of self-questioning**

Strategies:

Perspective: To determine the author's perspective about a subject ask the following questions:

What is the author's purpose?
What is the author's opinion or attitude about the subject?
What is the author's purpose for expressing his opinions or attitude?

Present Tense Verbs: Post the following three rules.

1. When the subject is singular and is not *I* or *you*, add *-s*.
2. Add *-es* to verbs ending in *s*, *ch*, *x*, or *z*
3. If the verb ends in a consonant plus *y*, change the *y* to *i* and add *-es*.

Fluency: Assign partners. Partner 1 will read the selection aloud while Partner 2 reads along silently, providing prompting to Partner 1 as necessary. After 3-5 minutes switch roles and repeat.

Key Vocabulary:

polio – an infectious disease most common in children and young adults, caused by a virus and often followed by paralysis

immobility– the condition of not being able to move or of being motionless

despised – disliked and scorned

dismay– feeling of disappointment, uneasiness, and confusion

decipher – to be able to read something, such as handwriting

astonished – surprised very much; amazed

Mood: Read the poem "About Notebooks" aloud to the students, exaggerating each verse. Stop and ask students to describe the tone of each verse.

Research Report: Help each student to focus a topic from a content area such as science, health, or social studies. Gather information regarding this focused idea from a minimum of three sources. Work with each student to organize the information using a formal outline.

Theme: School Rules		Genre: Realistic Fiction	Reading Selection: "Dear Mr. Henshaw" by Beverly Cleary		
Enduring Understanding: There are many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		534H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		534G-534H
Preparing to Read- <i>Text structure and format</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	–Apply knowledge of the organizational structure of text to aid comprehension. [Text structure: Compare and Contrast]	I		534 I, 562-563
<i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic fiction] [Nonfiction]	I	Q1, Q2, Q3	536, 556
Vocabulary - <i>Root Words + Inflections</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words	I	Q2, Q3	563A
<i>Context Clues</i>		–Use context clues to understand the meaning of words in text.	I		534L, 534-535
<i>Multiple-Meaning Words</i>		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	I	Q1, Q2	563K
<i>Connotation/Denotation</i>		–Distinguish between the denotative and connotative meanings of words. (Grade 9 PO 3)	N		563K

Guided Comprehension <i>"Dear Mr. Henshaw"</i> <i>"Chinese Language Puzzle"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		534J
		PO 2. Confirm predictions about text for accuracy.	I		534J, 554
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		534K, 560
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	536 - 554 556 - 559
		–Analyze the organizational structure of text [Sequence]	I		563D
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 2. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection	I	Q1	539
		PO 4. Analyze how a character's traits influence that character's actions.	I	Q2, Q3	563C
		PO 7. Identify the intended effect of the techniques that the author uses to influence readers' feelings and attitudes. [Imagery]	I		545
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		563M -563P
Cross-Curricular Connections		–Art –Science –Health –Social Studies	N		534E-534F, 541, 543, 547, 549, 561

Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main ideas and relevant details.	I		563E-563F
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
Grammar <i>Past and Future Tenses</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Use correct past and future tense form of given verbs	I		563G - 563H
		PO 13. Use subject/verb agreement in simple and compound sentences	I		
Spelling		PO 7. Spell high-frequency words correctly.	I		563 I - 563 J
		PO 8. Use common spelling patterns / generalizations to spell words correctly. [-ed, -ing]	I		
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Participate in a group discussion	N		563L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Comparing (recognizing likenesses) and contrasting (recognizing differences) between literary elements such as characters or setting can help the reader understand the text.

Nonfiction text tells about real people and real events. Nonfiction is not made up or imagined. Realistic fiction tells about character and events that are like people and events in real life. Realistic fiction is often based on a nonfiction event or a real person.

Sequence is the order in which events happen. Authors often use time order words such as *first*, *then*, *next*, *after*, and *finally* to help readers understand the order of events in a selection.

A past tense verb shows action in the past. Most verbs add -ed. A future tense verb shows action in the future. Use the helping verb *will*.

Typically a minimum of three main ideas support the thesis statement in a research report. Organize the three topics or main ideas in order of importance – most important first.

Theme: **Determination** School Rules

Reading Selection: “Dear Mr. Henshaw” by Beverly Cleary

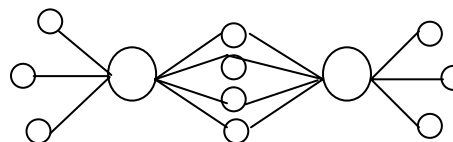
Objectives:

- To analyze text that is presented in the compare/contrast format across texts
- To read and understand a realistic fiction selection; to compare realistic fiction with nonfiction
- To analyze the organizational structure of text (sequence)
- To use past and future tenses correctly
- To use organization in writing a research report

Strategies:

Past and Future Tense: Ask students to count off as A’s and B’s. Provide students with a short essay written in present tense. Ask those students who were A’s to rewrite the passage in the past tense. Ask those students who were B’s to rewrite the passage in the future tense. Let the students know that they have the freedom to change the essay significantly!

Compare and Contrast one of Leigh’s plans with what actually happens. Use a TM© Double Bubble Map. Write ‘plan’ in the left large oval. Write ‘actual’ in the right large oval. Record phrases from the story that describe Leigh’s plan within the circles to the left of the ‘plan’ oval. Record phrases that describe what actually happened within the circles to the right of the ‘actual’ oval. The phrases that describe both Leigh’s plan and the actual incident are recorded in the circles between the two ovals.



Key Vocabulary:

submitted – presented for approval

refinery – a place where some crude material, such as sugar or petroleum, is made fine or pure.

grade – a slope, as of a road or track

partition – something that divides, as a wall or screen does

insulated – surrounded with material that keeps electricity, heat or sound from leaking out or in

prowls – roams around quietly and slyly

muffle – to deaden the sound of

Sequence: Provide students with highlighter tape. Ask them to look for words in the text that give them clues as to the sequence of events in the story, placing the highlighter tape over the words. Compare their findings with a partner. Make a list of the words they found. Remove the tape as soon as the list is complete!

Theme: School Rules		Genre: Realistic Fiction	Reading Selection: "Frindle" by Andrew Clements		Quarter this will be taught <u>4th</u>
Enduring Understanding: There are many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		564H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		564G - 564H
Preparing to Read - <i>Author's purpose</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing expository text. [Determine author's main purpose (e.g., to entertain, to inform, or to persuade) for writing non-expository text.]	E	Q2, Q3	564 I 580 - 581
	Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Realistic Fiction] [Anecdote]	I	Q1, Q2, Q3
Vocabulary - <i>Reference Sources</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		564L 564-565
Context Clues		–Use context clues to understand the meaning of words in text.	I		564L 564-565
Classify / Categorize		–Classify and categorize words based on common features to organize new information and see how it relates to what is already known.	N		581C
Homophones		–Understand and use homophones	N		581K
Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	581K

Guided Comprehension <i>"Frindle"</i> <i>"Children and Poetry"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		566
		PO 2. Confirm predictions about text for accuracy.	I		574
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		564K, 578
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	566-574 576-577
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 4. Analyze how a character's traits influence that character's actions.	I	Q2, Q3	566, 581D
		PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	I		581B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		581M - 581P
Cross-Curricular Connections		–Science –Math –Social Studies –Art	N		564E - 564F 573, 579
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main ideas and relevant details.	I		581E - 581F

Writing <i>Research Report</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		581E - 581F
		PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		– Add transitional words, phrases, and/or sentences to clarify the meaning or to enhance the writing style. (6th grade PO)	N		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 3. Apply proofreading marks to indicate errors in conventions.	I		
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.	I		
Grammar <i>Principle Parts of Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Identify and use principle parts of verbs.	N		581G
Spelling		PO 7. Spell high-frequency words correctly.	I		581 I
		PO 9. Spell homonyms correctly in context. [Homophones]	N		581K
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Role play	N		581 L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Author's purpose refers to the reason the author has for writing. The three most common purposes for writing are: to entertain, to inform, to persuade.

Author's perspective refers to the opinion or attitude the author has about a subject. Perspective is sometimes referred to as 'viewpoint'.

Realistic fiction tells about character and events that are like people and events in real life.

An anecdote is a short story that tells something funny or interesting. An anecdote usually has a very specific focused topic or main idea.

The principle parts of a verb are the infinitive (to play), the present participle (is / was playing), the past (played), and the past participle (have / has / had played). In verb phrases, participles are used with helping verbs.

An author conveys information about a character in many ways. We know about a character by their thoughts and actions, by the thoughts and actions of other characters and by the way the author describes the physical characteristics of the character.

Theme: **Determination** School Rules

Reading Selection: "Frindle" by Andrew Clements

Objectives:

- To identify the author's purpose and viewpoint
- To read and understand a realistic fiction selection; to compare realistic fiction with an anecdote
- To use principle parts of verbs correctly
- To use organization in writing a research report
- To recognize the effect of a character's actions on the plot

Author's Purpose: Create a three column chart similar to the chart below.

Author's Purpose		
To entertain	To inform	To persuade

Over the course of a week, each time the class reads a passage, record the title of the passage in the appropriate column. At the end of the week draw conclusions about the data collected.

Fluency: Have small groups of students reread scenes from "Frindle", assuming the roles of the story's main characters: Nick, Mrs. Granger, Janet and the clerk at the Penny Pantry.

Key Vocabulary:

absorbed – fully engaged

aisle – a passageway that separates one section from another

beaming – smiling very warmly

sidetrack – to turn away or distract someone from the main subject

oath – a formal appeal to God or another authority to witness to the truth of a promise or statement

reputation – the general estimation in which a person or thing is held by others.

Strategies:



Character Analysis: Provide students with an outline of a paper doll. Write statements that give the reader information about the character through the thoughts

of the character or the thoughts of other characters on the doll's head. Statements that give information through words are written on dialogue bubbles. Statements that give information about a character through physical actions are written on the arms and legs. Statements that give information about the character by describing emotions are written near the heart. Physical descriptions are written on the corresponding body part.

Theme: School Rules		Genre: Science Fiction	Reading Selection: "The Fun They Had" by Isaac Asimov			Quarter this will be taught <u>3rd</u>
Enduring Understanding: There are many ways members of a community are connected. Students in school communities learn not only information from texts but also practical lessons about life.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		582H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		582G-582H	
Preparing to Read - <i>Drawing Conclusions</i> <i>Genres</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Draw conclusion] [Summarizing] [Inferences]	E	Q1, Q2, Q3	582 I 596-597 597B	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Science Fiction]	E	Q1, Q2, Q3	584	
Vocabulary - <i>Root Words / Affixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meanings of unknown words.	I	Q2, Q3	582L, 582-583	
Synonyms / Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I	Q1	597 I	
Connotation		–Distinguish between the denotative and connotative meanings of words. (Grade 9 PO 3)	N		597 I	
Guided Comprehension <i>"The Fun They Had"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		582K, 584	
		PO 2. Confirm predictions about text for accuracy.	I		592	
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		594	

Guided Comprehension <i>"The Fun They Had"</i> (cont.)	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i> (cont.)	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	584-592
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		597K-597N
Cross-Curricular Connections		–Science –Social Studies –Math	N		582E - 582F 589, 595
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main ideas and relevant details.	I		597C - 597D
	Writing Strand 1 Concept 5: Publishing <i>Format and present a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		
		PO 2. Share the writing with the intended audience.	I		
Grammar <i>Regular and Irregular Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs , personal pronouns, conjunctions, adverbs.	I		597E
Spelling		PO 7. Spell high-frequency words correctly.	I		597G-597H
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Tell a personal story	N		597J
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Good readers draw conclusions by combining what the author tells the reader and personal knowledge or personal experiences.

Good readers use strategies such as summarizing to keep track of the story as they read. Summarizing allows the reader to briefly restate the main ideas of the story thus far, making clear what elements are important and need to be remembered.

A science fiction story is usually set in the future and is based on scientific ideas. Science fiction stories often include futuristic technology and non-human characters that display human like characteristics.

Regular verbs are verbs that end with –ed in the past tense. (play / played)
Irregular verbs have special spellings for the past tense and past participle. (say / said).

Publishing work involves sharing the work with an intended audience. The published work may be shared in print form or as an oral presentation.

Theme: **Determination** **School Rules**

Reading Selection: “The Fun They Had” by Isaac Asimov

Objectives:

- To draw inferences, conclusions, or generalization about text and support them with textual evidence and prior knowledge
- To retell the original text in condensed form, highlighting the major events or ideas
- To read and understand a science fiction selection
- To use regular and irregular verbs correctly
- To determine appropriate ways to publish research

Strategies:

Conclusions:

Text..... + Personal Knowledge or Experience = Conclusion

Ask students to record conclusions they draw while reading “The Fun They Had” using the format above to illustrate their thinking.

Verbs: Rewrite a present tense passage in the past tense.

Fluency: Read “The Fun They Had” as a Reader’s Theater activity with three parts: narrator, Margie, Tommy. Encourage sound effects!

Summarizing:

Provide each student with a small stack of post-it notes. As the class reads a story aloud, stop periodically, allowing time to write key points on the post it notes. Use these notes to write a summary of the passage.

Key Vocabulary:

dispute – to argue about something

nonchalantly – in a cool indifferent way

loftily – in a haughty, overbearing manner

sorrowfully – in a grief-stricken, anguished, or regretful manner

adjusted – adapted or changed to improve or work better

Science Fiction: Create a bulletin board or wall space labeled “Science Fiction”. Post the two criteria that identify science fiction. Provide the students with the names of movies, television shows, well-known books, tabloid articles, and cartoons. Ask them to determine if the example meets the criteria for science fiction.

Suffixes often change the part of speech of a root word. Create lists that illustrate suffixes that commonly form: nouns, adjectives, adverbs, or verbs

Trophies

Distant Voyages

Theme 6 - American Adventure

In this theme, students read about adventurous and inventive Americans, famous and not famous, who contributed to the growth and development of our country.

Essential Question: How would our lives be different without the contributions of the Americans portrayed in this theme?

Additional Theme Related Books

Easy

- Powwow, by George Ancona
- The Science Book of Electricity, by Neil Ardley
- How Many Days to America, by Eve Bunting
- One Day in the Prairie, by Jean Craighead George
- Rooftop Astronomer, Stephanie Sammartino McPherson
- Bill Pickett: Rodeo-Ridin' Cowboy, by Andrea Davis Pinkney

Average

- Rushmore, by Lynn Curlee
- The Story of Benjamin Franklin, Amazing American, by Margaret Davidson
- In Search of the Grand Canyon: Down the Colorado with John Wesley Powell, by Mary Ann Fraser
- American Diaries: Ellen Elizabeth Hawkins, Mobeetie, Texas, 1886, by Kathleen Duey
- Immigrant Girl: Becky of Eldridge Street, by Brett Harvey
- Bess's Log Cabin Quilt, by D. Anne Love
- Lightning, by Seymour Simon
- The Statue of Liberty, by Patricia Ryon Quiri
- Women of the Wild West: Biographies of Many Cultures, by Ruth Peiz

Challenging

- If You Were There in 1776, by Barbara Brenner
- Ride of Courage, by Deborah Felder
- The Great Little Madison, by Jean Fritz
- You Want Women to Vote, Lizzie Stanton, by Jean Fritz
- The Belonging Place, by Jean Little
- Ship: Steam, Steel, and Torpedoes, by David Macaulay
- Off the Map: The Journals of Lewis and Clark, by Peter and Connie Roop
- The Year They Walked, by Beatrice Siegel
- Sacagawea, by Judith St. George

Deer Valley Language Arts Curriculum Alignment

Grade 5

Theme: American Adventure Genre: Historical Fiction Reading Selection: "Across the Wide Dark Sea" by Jean Van Leeuwen					
Enduring Understanding: Adventurous and inventive Americans contributed to the growth and development of our country.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	No DVQRA 4th Quarter	Trophies Text Alignment
Question of the day -		–Develop oral language	N		600H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		600G T182-T184B
Preparing to Read - <i>Create Mental Images</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Create Mental Images]	E		600J
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Historical Fiction]	I		602
Vocabulary - <i>Suffixes (word structure)</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I		623K
<i>Multiple Meanings</i>		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	E		600L 600-601 S162-S163
<i>Context Clues</i>		–Use context clues to understand the meaning of words in text.	I		600-601
<i>Figurative Language</i>		PO 4. Determine the meaning of figurative language, including similes , personification, and idioms.	I		609
<i>Connotation / Denotation</i>		–Distinguish between the denotative and connotative meanings of words, [R09-S01-C04-PO3]	N		600 I, 622-623 S164-S165, T174
<i>Analogies</i>		–Use knowledge of word relationships to determine analogies	I		623K

Guided Comprehension <i>"Across the Wide Dark Sea"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		602
		PO 2. Confirm predictions about text for accuracy.	I		650-667 670-671
		PO 3. Generate clarifying questions in order to comprehend text. [Questioning the Author]	I		603 (603-617), T185
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		600K, 620
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E		602-617
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	I		602-617
		PO 3. Distinguish between major characters and minor characters.	I		623D T186
		PO 4. Analyze how a character's traits influence that character's actions.	I		623D
Skills and Strategies <i>Research and Information Skills</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries indices, italics, key words, topic sentences, concluding sentences) of expository text.	I		623B
		PO 5. Locate appropriate print and electronic sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose.	I		623A-623B
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		615, T182-T184 623M - 623P
Cross-Curricular Connections		–Social Studies –Science	N		600E, 607, 611, 613, 621

Writing <i>Rhymed Poem</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 2. Write in a variety of expressive forms (e.g., poetry , skit) that may employ: figurative language, rhythm, dialogue, characterization, a plot, appropriate format)	N		623E-623F S166
	Writing Strand 2 Concept 4: Word Choice <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	I		
		PO 2. Use descriptive words and phrases that energize the writing.	I		
Grammar <i>Perfect Tenses</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 13. Use subject-verb agreement in simple and compound sentences	N		623G-623H S162 T175
Spelling		PO 8. Use common spelling patterns / generalizations to spell words correctly. [V V words]	I		623 I - 623J
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Perform a play	N		623L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Denotation is the basic dictionary meaning of a word.

Connotation is the suggested meanings, or shades of meaning associated with a word.

Creating a mental image of the information you are reading about helps to clarify meaning as well as helping to remember and understand what you read.

Historical fiction is a story that is set in the past and portrays people, places, and events that did or could have happened.

Perfect tenses (present perfect, past perfect, and future perfect) use a verb's past participle with a form of the helping verb *have*. [Note: The present perfect tense may refer to an action that has already occurred or it may refer to an action that began in the past and is still going on.]

When writing poetry, word choice is especially important. Poems tend to be concise. Poets have to choose words that convey precisely the ideas they want to express.

Theme:
Patriotism
American Adventure

**Reading Selection: “Across the Wide Dark Sea”
by Jean Van Leeuwen**

Objectives:

- To understand that words can connote “shades of meaning”
- To read and understand a historical fiction selection
- To use perfect tenses correctly
- To use word choice in writing a rhymed poem
- To learn that using mental images of what you read increases understanding

Strategies:

Perfect Tenses: Rewrite a passage from present or past perfect tense to future perfect tense.

Historical Fiction: Provide students with two colors of sticky notes. Ask them to write text examples on one color of sticky notes that are historical references that did or could be real. Use the other color of sticky notes that are probably the author's imagination and not based on anything that has a historical basis.

Key Vocabulary:

vast – of very large size; enormous;
huge

rigging – the arrangement of sails and related gear on a ship

furl – to roll up and fasten

beams – long, horizontal pieces of wood or metal shaped for use, as in the frame of a building or ship

huddled – crowded or nestled together

settlement – an area newly settled
by people; a colony

lurked – lay hidden; stayed out of sight

Word Choice – Connotation/Denotation:

Ask pairs or small groups of students to come up with words that describe physical appearance. Give the examples ugly and gorgeous.

UglyGorgeous

Draw a continuum like the one above. Ask students to place their words along the continuum. Ask students which word might be used to describe a mountain, a puppy, a supermodel, a grandmother, etc.

Creating a mental image: Paint a picture in your mind of the Mayflower as it prepared to leave England. Describe the picture in your mind to a partner. Repeat halfway through and near the end of the story. Each time describe the mood of the people, what they saw when they looked out from the ship, what others saw when they looked at the ship. Consider smells, noises, tones, attitudes, emotions, sights, and feelings.

Deer Valley Language Arts Curriculum Alignment

Grade 5

Theme: American Adventure Genre: Play Reading Selection: "Name This American" by Hannah Reinmuth					
Enduring Understanding: Adventurous and inventive Americans contributed to the growth and development of our country.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	No DVQRA 4th Quarter	Trophies Text Alignment
Question of the day -		–Develop oral language	N		624H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		600G T182-T184B
Preparing to Read - <i>Make and Confirm Predictions</i> <i>Cause and Effect</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		624J
		PO 2. Confirm predictions about text for accuracy.	E		624J
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Cause and Effect]	E		624 I S170-S171 T177
<i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Play] [Tall Tale]	I		626
Vocabulary - <i>Word Parts</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I		647A
<i>Context Clues</i>		–Use context clues to understand the meaning of words in text.	I		624-625 S168-S169
<i>Multiple Meaning Words</i>		PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.	I		624L 624-625
<i>Connotation / Denotation</i>		–Distinguish between the denotative and connotative meanings of words, [R09-S01-C04-PO3]	N		647B

Vocabulary (cont.) <i>Homophones</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Recognize the meanings of words with different spellings and different meanings that sound the same - homophones	N		647K
Guided Comprehension <i>"Name This American"</i> <i>"Sally Ann Thunder Ann Whirlwind Crockett"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		624J 650-667 670-671 675B
		PO 2. Confirm predictions about text for accuracy.	I		624J 638
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		624K, 640 - 643, 644
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E		626-639 640-643 646-647
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 3. Distinguish between major characters and minor characters.	I		627, T186
		PO 4. Analyze how a character's traits influence that character's actions.	I		626 T186
		–Identify the characteristics and structural elements of poetry (alliteration) [R06-S02-C01-PO7]	N		643
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		637 647M - 647P
Cross-Curricular Connections		–Social Studies –Science	N		624E - 624F 633, 635 645
Writing Stories	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: characters, setting, plot, sensory details, clear language, logical sequence of events.	I		647E - 647F S172-S173

Writing Stories	Writing Strand 2 Concept 4: Word Choice <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	I		647E - 647F S172-S173
		PO 2. Use descriptive words and phrases that energize the writing.	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material). [other literature]	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 5. Modify word choice appropriate to the application in order to enhance the writing.	I		
Grammar Contractions and Negatives	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Review the formation of contractions. –Review when to use 'no' and when to use 'not'	N		647G-647H S173 T178
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly. [Contractions]	I		647 I - 647 J
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Tell a story	N		647L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

Cause and effect is a common text pattern in which one event causes or leads to another.

The cause is *why* something happens. The effect is *what* happens because of an event or a situation.

An active reader is continually making predictions as they read. They anticipate the effects of actions and make mental predictions about what will happen next. As the reader continues to read their prediction is either confirmed or proven incorrect. This results in a better understanding of the text.

A play is a story that can be performed for an audience. A play contains dialogue as well as text telling where the characters are positioned on stage and director's notes.

A tall tale is a humorous, exaggerated story common on the American frontier, often focusing on cases of superhuman strength.

Accurate and specific words help to clarify the ideas and action of a story. Descriptive words and phrases often appeal to the senses.

Theme: **Patriotism** **American Adventure**

Reading Selection: "Name This American" by Hannah Reinmuth

Objectives:

- To identify casual relationships between and among literary elements**
- To understand that making and confirming predictions helps a reader appreciate and understand a story**
- To read and understand a play; to compare a play with a tall tale**
- To use word choice in writing a story**
- To use contractions and negatives correctly**

Strategies:

Tall Tales: Have groups of five or six students write tall tales using the round robin strategy. Give each student in the group a different prompt. Set a timer for two minutes. When the timer beeps, have each student pass their paper to the next student. Add to the tall tale for two minutes. Continue until time is up. Share the tall tales with the class.

Cause and Effect: Use highlighter tape to identify words that signal cause and effect relationships.

Predictions: Make a two column chart. As students read the text, stop periodically and write a prediction. When the prediction is confirmed or proven false record the proof. Make a new prediction, repeat.

Prediction	Proof

Key Vocabulary:

interpreter – a person who translates from one language to another

anthem – a song of praise, patriotism, or devotion

distinguished – famous, prominent

guarantee – to promise that something will be done

suffrage – the right to vote

misleading – tending to lead in the wrong direction or to a wrong conclusion

stumps – baffles or confuses

indebted – owing gratitude or thanks , as for a benefit

CSI: Give each pair of students a sheet of chart paper and the following code: C = clarifying word, S = specific word, I = interesting word. Reread the play, looking for descriptive words and phrases. As they are located, record the sentence in which they appear and code the descriptive word or phrase as C, S, or I !

Theme: American Adventure Genre: Biography Reading Selection: "What's the Big Idea, Ben Franklin?" by Jean Fritz					
Enduring Understanding: Adventurous and inventive Americans contributed to the growth and development of our country.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	No DVQRA 4th Quarter	Trophies Text Alignment
Question of the day -		–Develop oral language	N		648H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		600G T182-T184B
Preparing to Read- <i>Reread to Clarify</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Rereading to clarify]	E		648J
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Non-fiction - biography]	I		650
Vocabulary - <i>Greek and Latin Root Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words	I		675A
Context Clues		–Use context clues to understand the meaning of words in text.	I		648L, 648-649 S174-S175, T174
Connotation / Denotation		–Distinguish between the denotative and connotative meanings of words, [R09-S01-C04-PO3]	N		648 I, 674-675 S176-S177, T174
Guided Comprehension <i>"What's the Big Idea, Ben Franklin?"</i> <i>"The Many Lives of Benjamin Franklin"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		650
		PO 2. Confirm predictions about text for accuracy.	I		666
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		650-667
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		648K 670-672

Guided Comprehension (cont.)	Concept 6: Comprehension Strategies (cont.)	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E		650-667 670-671 675B
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I		651, T187
Skills and Strategies <i>Cause and Effect</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 7. Identify cause and effect relationships (stated and implied).	I		675B T177
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		665 675K-675N
Cross-Curricular Connections		–Science –Social Studies	N		648E-648F 655, 657, 661, 663, 673
Writing <i>Expressive Writing</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: figurative language, rhythm, dialogue, characterization, a plot, appropriate format.	I		675C-675D S178-S179
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizers, KWL chart, log) to plan writing.	I		

Writing Expressive Writing (cont.)	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		675C-675D
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a formal appropriate to audience and purpose.	I		
Grammar Adverbs	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns, conjunctions, adverbs .	I		675E-675F S179 T179
Spelling		PO 8. Use common spelling patterns / generalizations to spell words correctly. [related words]	I		675G-675H
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Perform a play.	N		675J
		–Listen to a play.	N		

CONCEPT MAP

Grade 5

Key Concepts:

Denotation is the basic dictionary meaning of a word.

Connotation is the suggested meanings, or shades of meaning associated with a word.

A biography is the true story of someone's life written by another person, using the third-person point of view. The biographer collects information about the subject from sources such as diaries, journals, letters, articles, and reference books.

An adverb is a word that describes a verb, an adjective, or another verb. An adverb tells how, when, where or to what extent.

In a play, effective word choice is used to provide the reader with clues regarding the setting as well as to provide information about the characters. The dialogue between characters moves the action forward.

Good readers frequently reread text in order to clarify the meaning of unfamiliar ideas and concepts. In particular, readers should reread text that is introducing new information or complicated material. Students should know that good readers reread the same material several times.

Theme: **Patriotism** **American Adventure**

**Reading Selection: "What's the Big Idea, Ben Franklin?"
by Jean Fritz**

Objectives:

- To understand that words can connote "shades of meaning"
- To understand that rereading helps in understanding material
- To read and understand a biography; to compare a biography with nonfiction
- To use adverbs correctly
- To use word choice in writing a play

Strategies:

Shades of Meaning: As a class, generate a list of words that could be used instead of the word 'said'. Ask the students to write each word on a separate small sticky note. Individually or in pairs, sort the words into self-selected categories. If students are having difficulty identifying categories, suggest two: quiet and loud. They should determine additional categories as they work.

Adverbs: Provide students with sentence stems. Ask them to add words that will provide information that tells: when, where, how, or to what extent. Emphasize the function of adverbs.

Biography: Provide a two-column chart. Ask students to record information from the text that could be confirmed by a source such as a diary, a journal, a letter, etc. on one side of the chart. On the other side of the chart, record examples of assumptions made by the author.

Word Choice: Identify examples of word choice used by the author to describe Ben Franklin and the setting of the biography. Ask small groups of students to write one act skits using dialogue between two characters in different time periods. The word choice should allow the reader to recognize the time period.

Key Vocabulary:

honors – glory, reputation, or credit for fine or heroic acts

contraption – an odd or puzzling device or gadget

edition – the total of all copies of a book published at the same time and printed from the same plates

repeal – to cancel

suspended – hung by a support from above

treaty – a formal agreement between two or more countries in reference to peace or other matters

Deer Valley Language Arts Curriculum Alignment

Grade 5

Theme: American Adventure Genre: Expository Nonfiction Reading Selection: "Lewis and Clark" by R. Conrad Stein					
Enduring Understanding: Adventurous and inventive Americans contributed to the growth and development of our country.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	No DVQRA 4th Quarter	Trophies Text Alignment
Question of the day -		–Develop oral language	N		676H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		600G T182-T184B
Preparing to Read - <i>Cause and Effect</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect , making inferences, sequencing) to comprehend text.	E		676 I 696-697 S182- S183 T177
<i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Nonfiction] [Song]	I		678
Vocabulary - <i>Prefixes and Suffixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I		676J 676-677
<i>Context Clues</i>		–Use context clues to understand the meaning of words in text.	I		676-677 S180-S181
<i>Figurative Language</i>		PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	I		676L 676-677
<i>Analogies</i>		–Use knowledge of word relationships to determine analogies	N		697I
<i>Connotation / Denotation</i>		–Distinguish between the denotative and connotative meanings of words, [R09-S01-C04-PO3]	N		697I T174

Guided Comprehension <i>"Lewis and Clark"</i> <i>"America the Beautiful"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		678
		PO 2. Confirm predictions about text for accuracy.	I		690
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		650-667 670-671, 675B
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E		678--691 692-693
Skills and Strategies <i>Research and Information Skills</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	I		697B
		PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus , periodical, textbooks, CD-ROM, website) for a specific purpose.	I		697B T176
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		689 T184a-T184b 697K- 697N
Cross-Curricular Connections		–Science –Social Studies –Math	N		676E-676F 681, 685, 687, 695
Writing <i>Tall Tale</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: characters, setting, plot, sensory details, clear language, logical sequence of events. [Tall Tale]	I		697C-697D S184-S185
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece. [Inform]	I		
		PO 3. Determine the intended audience of a writing piece.	I		

Writing <i>Tall Tale</i> (cont.)	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		697C-697D (cont.)
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		
Grammar <i>Adverbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns, conjunctions, adverbs . [Comparative Adverbs]	N		697E-697F S185 T180
Spelling		PO 7. Spell high-frequency words correctly.	I		697G-697H
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	–Present a dramatic reading	N		697J
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

A cause is why something happens. An effect is what happens because of an action or event.

A single cause often results in multiple effects, creating what is called a causal chain.

Nonfiction tells about people, things, events or places that are real.

Adverbs can be used to compare actions.

When you compare two actions, add -er to most short adverbs. If the adverb has two or more syllables use *more*.

When you compare three or more actions, add -est to most short adverbs. If the adverb has two or more syllables use *most*.

A tall tale is a humorous story, generally referring to people and events on the American frontier, that stretches the truth about a character or an event. Deliberate word choice is used to create an exaggerated accounting of an event or description of a character.

Clue words such as: *so*, *so that*, *because*, and *then* are signal words for cause and effect relationships.

Theme: **Patriotism** **American Adventure**

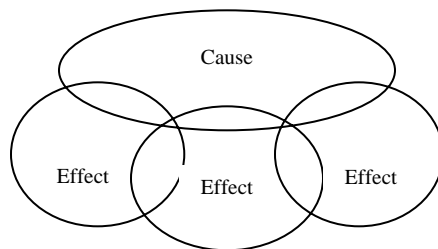
Reading Selection: "Lewis and Clark" by R. Conrad Stein

Objectives:

- To identify causal relationships between and among literary elements
- To read and understand narrative nonfiction; to compare narrative nonfiction with a song
- To understand comparing with adverbs
- To use word choice in writing a tall tale

Strategies:

Causal relationships: Provide students with a scenario in which something happens (cause), for example: someone's father is assigned to a new job in Japan. Ask students to brainstorm possible effects.



Tall Tale Writing Center: Provide copies of stories such as Little Red Riding Hood or The Three Little Pigs and ask students to rewrite the story, exaggerating the events. Provide materials to illustrate the stories.

Instead of children's stories, ask students to turn an event in their social studies text into a tall tale.

Genres: Divide students into several groups. Provide each group with a stack of books from your classroom library. Ask them to separate them into two categories: fiction and nonfiction.

Adverbs: Prepare cloze sentences using a space holder where an adverb would be appropriate. Ask students to provide the proper form of the adverb.

Example: Mike ran (fast) than John on his way to the lunchroom!

Key Vocabulary:

profusely – in great amount; abundantly

dismal – gloomy

terrain – an area of land

ordeal – a difficult adventure or experience

peril – danger

esteem – to value, respect, or hold in high regard

Deer Valley Language Arts Curriculum Alignment

Grade 5

Theme: American Adventure Genre: Expository Non-fiction Reading Selection: "Black Frontiers" by Lillian Schlissel					
Enduring Understanding: Adventurous and inventive Americans contributed to the growth and development of our country.					Quarter this will be taught <u>4th</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	No DVQRA 4th Quarter	Trophies Text Alignment
Question of the day -		–Develop oral language	N		698H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		600G T182-T184B
Preparing to Read - <i>Summarizing</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	–Summarize the main idea and critical details of expository text, maintaining chronological or logical order. [R06-S03-C01-PO2]	E		698 I 714-715 S188-S189
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. [Expository non-fiction]	E		700
Vocabulary - <i>Root Words / Affixes</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meanings of unknown words.	I		698L
<i>Decoding / Phonics</i>		–Use decoding strategies to read unfamiliar words. (Word Origins)	N		715C
<i>Context Clues</i>		–Use context clues to understand the meaning of words in text.	I		698J S186-S187
<i>Reference Sources</i>		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		698L 698-699
<i>Synonyms Homophones</i>		PO 6. Identify antonyms, synonyms , and homonyms for given words within text. [homophones]	I		715K

Guided Comprehension <i>"Black Frontiers"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features.	I		698K
		PO 2. Confirm predictions about text for accuracy.	I		710
		PO 5. Connect information and events in a text to experience and to related text and sources.	I		712
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E		702-710 S188-S189 T187 T189
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I		
		PO 3. Determine author's main purpose for writing the expository text.	I		
		–Summarize the main idea and critical details of expository text, maintaining chronological or logical order. [R06-S03-C01-PO2]	I		
		PO 7. Identify cause and effect relationships (stated and implied).	I		
		PO 8. Draw valid conclusions based on information gathered from expository text.	I		
Skills and Strategies <i>Research and Information Skills</i>		PO 5. Locate specific information by using organizational features of expository text.	I		715D
Independent Reading <i>Books for All Learners</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 2. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		715M - 715P
Cross-Curricular Connections		–Social Studies –Science –Art	N		698E - 698F 703, 707, 713

Writing Friendly letter	Writing Strand 2 Concept 2: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 1. Use a structure the fits the type of writing.	I		715A - 715B
	Writing Strand 3 Concept 3: Functional <i>Functional writing provides specific directions or information related to real-world tasks.</i>	PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	E		715E - 715F 715L S190-S191
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose of an intended writing piece.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Editing includes proofreading and correcting the draft for conventions.</i>	PO. 1 Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing involves formatting and presenting a final product for the intended audience.</i>	PO 2. Share the writing with the intended audience.	I		

Deer Valley Language Arts Curriculum Alignment

Grade 5

Grammar <i>Prepositional Phrases</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Use prepositional phrases in simple sentences [W06-S02-C06-PO12g]	N		715G-715H S191 T181
Spelling		PO 7. Spell high-frequency words correctly.	I		715 I - 715J
Speaking and Listening	Language Arts Standard 3 Speaking and Listening	LS-E1-Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.	N		715L
		–Discuss appropriate audience behavior	N		

CONCEPT MAP

Grade 5

Key Concepts:

To 'summarize' means to retell the most important points in a selection. To 'paraphrase' means to restate parts of the selection in your own words, without changing the meaning.

Expository nonfiction presents and explains information or ideas.

Different structures are used to organize different kinds of information for different purposes. Numerical, alphabetical, and graphic structures are some of the ways you might organize information. Charts, diagrams, graphic organizers, outlines, graphs, and time lines help to organize information.

A preposition is a word that tells the relationship of a noun or pronoun to another word in the sentence. A prepositional phrase is made up of a preposition, the object of the preposition, and any words in between.

Word choice is key to establishing the tone of a passage.

Theme: **Patriotism** **American Adventure**

Reading Selection: "Black Frontiers" by Lillian Schlissel

Objectives:

- To summarize the main points of a story and to restate the important information in the story
- To read and understand expository nonfiction
- To read and organize information for a variety of purposes using appropriate organizational structures
- To use prepositional phrases correctly
- To use word choice in writing a friendly letter

Strategies:

Summarizing: Provide copies of text. Summarize the information by 1.) *finding* the target word or information and drawing a box around it. 2.) *deleting* information that does not provide essential knowledge by striking through the text. 3.) *circling* the text that does provide essential information.

~~Many plants and animals live by a pond. Turtles sit by the pond. Deer stop for water. There is a population of ladybugs. Together all these living things make up a pond community. The pond has water. It has sand, mud, and rocks.~~ All the living and nonliving things at the pond make up an ecosystem.

Use only the boxed and circled information for the summary.

Friendly letter: Highlight words and phrases within examples of friendly letters that have a positive connotation or create a friendly tone. Add words and phrases to neutral passages to create a friendly tone.

Key Vocabulary:

designated – appointed or set aside for a definite duty or purpose

installments – payments made on a debt at definite times

exodus – a departure or going away from a place

migrated – moved from one region or climate to another

burrowed – dug

Prepositions: Have students brainstorm the answer to the following: *anything a plane can do to a cloud*. This will not be a complete list of prepositions but it will illustrate the cloud as the object of the prepositional phrase and the preposition's place in the phrase. *through the cloud, over the cloud, by the cloud, toward the cloud...*

