



English Language Arts Grade 5th

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5th Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

MAP data indicates a need for strengthening our current 5th grade curriculum as the district's ELA trend shows 41.8% of students scoring proficient and advanced in 2014, 45.0% scoring proficient and advanced in 2013 and 43.5% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 5th grade curriculum 74% of students are reading below grade level. AIMS RCBM reports that 58.0% of 4th graders are able to reach end of year fluency targets and only 44% of students meeting targets by the fall 6th grade.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English Language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 5

GRADE LEVEL: 5TH

Course Description:

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Primary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction and poetry. Students will develop foundational life-long reading, writing, speaking, listening and thinking strategies to help them make meaning of the world around them.

Course Rationale:

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

Unit Objectives

Unit 1

1. The learner can use key details from fiction text to establish the theme of the story.
2. The learner can describe how characters in a story respond to challenges.
3. The learner can describe how a speaker reflects on a topic in a poem.
4. The learner can summarize from written text or text read aloud.
5. The learner can, by the end of the year, read and comprehend informational text, including social studies, history, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
6. The learner can compare and contrast varieties of English used in stories and dramas to include varieties of dialects and registers.
7. The learner can determine two or more main ideas and explain how they are supported by informational text in written and oral format.
8. The learner can use the main ideas and details to write a summary.
9. The students will read fluently and accurately in all situations.
10. Students will write narrative pieces that are clear and coherent in organization, appropriate to task, purpose, and audience.
11. The learner will work with peers and adults on planning and revising in order to produce strong writing.
12. The learner will compare and/or contrast characters, settings, or events in a story, drama, drawing on specific details in the text.
13. The learner will explain how an author uses reasons and evidence to support particular points in a text.
14. The learner can orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event.
15. The learner use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
16. The learner can provide a conclusion that follows from the narrated experiences or events.
17. The learner will work with peers and adults on editing, and rewriting, in order to produce strong writing.

Unit 2

1. The learner will write informative/explanatory texts on a topic and convey ideas and information clearly.
2. The learner can introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
3. The learner can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4. The learner can provide a concluding statement or section related to the information or explanation presented.
5. Students will write narrative pieces that are clear and coherent in organization, appropriate to task, purpose and audience.
6. The learner will work with peers and adults on planning and revising in order to produce strong writing.
7. The learner will expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

8. The learner will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9. The learner will link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
10. The learner will use precise language and domain-specific vocabulary to inform about or explain the topic.
11. The learner will work with peers and adults on planning, editing, and rewriting, in order to produce strong writing.
12. The learner can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
13. The learner can use punctuation to separate items in a series.
14. The learner can use a comma to separate an introductory element from the rest of the sentence.
15. The learner can use underlining, quotation marks, or italics to indicate titles of works.
16. The learner can use correlative conjunctions (e.g., *either/or*, *neither/nor*).
17. The learner will use the internet and adult support to produce and publish writing through collaboration with others.
18. The learner will include multimedia components such as graphics or sound and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
19. The learner will write research pieces that use several sources to investigate a topic.
20. The learner will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
21. The learner will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
22. The learner will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
23. The learner will be able to compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in fiction text.
24. The learner can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, print or visual, based on specific information from the text.

Unit 3

1. The learner will quote accurately from fiction text to support inferences.
2. The learner will describe cause and effect relationships during discussions about the story.
3. The learner will quote accurately from informational text when explaining what the text says explicitly and when drawing inferences from the text.
4. The learner can write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5. The learner can introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
6. The learner can provide logically ordered reasons that are supported by facts and details.
7. The learner can link opinions and reasons using words, phrases and clauses.
8. The learner can provide a concluding statement or section related to the opinion presented.
9. The learner can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

10. The learner can determine how visual and multimedia elements influence the meaning, tone, or beauty of a text.
11. The learner will work with peers and adults on editing, and rewriting, in order to produce strong writing.
12. The learner will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Unit 4

1. The learner will quote accurately from informational text when explaining what the text says explicitly and when drawing inferences from the text.
2. The learner will quote accurately from a fiction text when explaining what the text says explicitly and when drawing inferences from the text.
3. The learner can draw on information from informational multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
4. Students can determine how visual and multimedia elements influence the meaning, tone, or beauty of fiction text.
5. The learner can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more nonfiction texts.
6. The learner will compare and contrast stories in the same genre on their approaches to similar themes and topics.
7. The learner can describe how a narrator's or speaker's point of view influences how events are described.
8. The learner can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9. With some guidance and support from adults, the learner can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
10. The learner can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11. The learner can recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 th Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

actions, capitalization, cast, character, characteristics, characters, commas, conclusion, culture, describe, descriptive, descriptive details, details, dialogue, editing, events, evidence, explanation, explicit/explicitly, expression, feelings, fiction, implicit/imply, inference/infer, inferring, literary work, meter, narrative, non-fiction, patterns of events, personal, procedure, punctuation, quotation marks, realistic, reference/refer, revising, rhythm, sequence, settings, spelling, stage directions, stanza, supporting details, theme, topics, transition words, verse

Unit 2

account, affixes, animation, article, audio, author, characters, charts, commas, compare/contrast, constellation, context, context clues, definition, details, diagrams, editing, elements, events, evidence, examples, explain, explicit, fact, features, firsthand, focus, glossary, heading, historical, inference, informational/informative text/ informative, informative, integrate, Internet, interpret, key concepts, legends, main idea, mythological, narrative, non-fiction, opinion, organization, patterns, perspective, point of view, primary source, punctuation, purpose, reasoning, representations, root word, scientific, secondary source, secondhand, setting, spelling, summary, supporting details, technical, technical text, topic, visual, web

Unit 3

analyze, antagonist, author's purpose, body sentences, capitalization, cast, concluding sentence, context clues, define, details, diagrams, drama, editing, elaboration, elements, evidence, example, explicit, features, figurative language, first person, genre, hyperbole, idiom, implicit, interactive elements, interpret, key details, legends, main idea, meaning, metaphor, modify, multiple meaning words, narration, narrator, non-fiction, narrator, non-fiction representations, opinion, organization, phrases, poem, poetry, point of view, prediction, protagonist, prose, proverb, punctuation, reasoned opinion, reasoning, revision, run-on sentence, sentence fluency, sentence fragment, setting simile, story, summarize/summary, support, supporting details, text, theme, third person topic, topic sentence, topic/opinion sentence, transition words, types of reasons, vocabulary, word choice

Unit4

clarify, compare/contrast, conclusion, context clues, conventions, culture, editing, evidence, explicit, fact, focus, infer, inference. Information, informational text, informative, introduction literary work, non-fiction, opinion, patterns of events, phrase, positive feedback, revising, secondhand account, sentence fluency, theme, topic, vocabulary

Proposed Course Materials and Resources:

Hazelwood Word Work Continuum. Students will receive instruction on words and the patterns within them using a continuum that move from letters and sounds in primary grades to multisyllabic words and words prefixes, suffixes, and root words in the upper elementary grades. Suggested activities such as word sorts, puzzles, and word generation based upon patterns to cover the content on the Word Work Continuum will be provided during professional development.

Teachers will receive the following texts:

- Whole Class Book Sets
- Classroom sets for small groups/Literature Circle Novel Sets
- Classroom Library Books

Texts listed below are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Note: Leveled readers/texts from the previous reading programs and books available bookrooms should remain in use for guided reading groups or student's independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

Hazelwood School District 5th Grade Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary list (included in each guide)

Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

Additional Resources:

- Online Text
 - News ELA
 - Readworks
- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>

- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies, or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Unit 1

Whole Group Books		
Title	Genre	Standards
<i>Okay for Now</i> (850)	Fiction	RL 5.2, RL 5.10
<i>The Unwanteds</i> (880)	Fiction	RL 5.2, RL 5.10
<i>The View from Saturday</i> (870)	Fiction	RL 5.2, RL 5.10

Small Group Texts		
Title	Genre	Standard
<i>Tikki, Tikki, Tembo</i> (1090)	Fiction	RL 5.2, RL 5.10
<i>Science Issues Today Global Warming</i>	Informational	RI 5.2a, SL 5.2d
Earth and Space— <i>Scholastic True or False</i>	Informational	RI 5.2a, SL 5.2d
<i>Ladders Living on the Plains</i>	Informational	RI 5.2a, SL 5.2d
<i>Ladders Living by the Water</i>	Informational	RI 5.2a, SL 5.2d
<i>Ladders Great Plains</i>	Informational	RI 5.2a, SL 5.2d
<i>Where on Earth</i>	Informational	RI 5.2a, SL 5.2d
<i>Ladders Great Lakes Where on Earth</i>	Informational	RI 5.2a, SL 5.2d
<i>Ladders Gulf Coast Where on Earth</i>	Informational	RI 5.2a, SL 5.2d

Classroom Libraries		
Title	Genre	Standard
<i>Energy Island (Read Aloud)</i>	Informational	RI 5.2a, SL 5.2d

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 1: Narrative Writing		
8-15	*Descriptive essay	364-386
	Personal narrative	4-28
	Mystery	56-78
	Biographic Sketch	412-432
	Poem	434-451
	Next Generation Assessment	108-127
District Narrative Writing Prompt: Imagine you are Betsy Brandon living in 1790. Write a journal entry describing your accomplishments. Use at least <u>three</u> details from the passage using your own words to describe what her day was like.		

Unit 2

Whole Group Books		
Title	Genre	Standard
<i>The Benedict Society</i> (890)	Fiction	RL 5.3
<i>Absolutely Normal Chaos</i> (900)	Fiction	RL 5.3
<i>Clay</i> (900)	Fiction	RL 5.3
<i>Roll of Thunder Hear My Cry</i> (920)	Fiction	RL 5.3

Small Group Texts		
Title	Genre	Standard
<i>Hydrology The Study of Water</i> (790)	Informational	RI 5.6, RI 5.9, RI 5.3
Earth’s Surface	Informational	RI 5.6, RI 5.9, RI 5.3
<i>Climate Change A True Book — Ecosystems</i> By Peter Benoit (850)	Informational	RI 5.6, RI 5.9, RI 5.3
Wild Earth by Seymour Simon (930)	Informational	RI 5.6, RI 5.9, RI 5.3
Iceburgs and Glaciers by Seymour Simon (880)	Informational	RI 5.6, RI 5.9, RI 5.3
Forestry (America at Work) (860)	Informational	RI 5.6, RI 5.9, RI 5.3
The Last Safe House: The Story of the Underground Railroad (850)	Historical Fiction	RL 5.3

Classroom Libraries		
Title	Genre	Standard
<i>Now & Ben</i>	Informational	
Water Cycle and Weather— <i>Tornadoes</i>	Informational	RI 5.6, RI 5.9, RI 5.3
<i>The Benedict Society</i> (890)	Fiction	RL 5.3
Mountains by Seymour Simon (1080)	Informational	RI 5.6, RI 5.9, RI 5.3
You Wouldn't Want to Sail on a 19th-Century Whaling Ship!: Grisly Tasks You'd Rather Not Do (930)	Informational	RI 5.6, RI 5.9, RI 5.3
The Unwanteds (similar to Among the Hidden)	Fiction	RL 5.2, RL 5.10

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 2: Informative/ Explanatory Writing		
6-16	*Explanatory essay	202-222
	Research Report	132-154
	Compare and Contrast Essay	158-174
	Next Generation Assessment (includes writing to multiple sources and use of the Internet)	226-245
District Informative/Explanatory Writing Prompt: You are to write an article for a newspaper explaining why community service projects are important. Write an article, using evidence from the sources that explains how projects help communities and how students can participate.		

Unit 3

Whole Group Books		
Title	Genre	Standard
Jump into the Sky (940)	Fiction	RL 5.1, RL 5.5, RL 5.7
<i>Bud Not Buddy</i> (950)	Fiction	RL 5.1, RL 5.5, RL 5.7
<i>Aquamarine</i> (940)	Fiction	RL 5.1, RL 5.5, RL 5.7
<i>Julie of the Wolves</i> (950)	Fiction	RL 5.1, RL 5.5, RL 5.7
<i>Roll of Thunder Hear My Cry</i> (920)	Fiction	RL 5.1, RL 5.5, RL 5.7
Classifying Organisms— <i>National Geographic Life Science Classification Clues</i>	Informational	RI 5.1, RI 5.7,

Growth and Development— <i>National Geographic Life Science You and Your Genes</i>	Informational	RI 5.1,RI 5.7,
Ecosystems— <i>A Log’s Life</i>	Informational	RI 5.1,RI 5.7,

Small Group Texts		
Title	Genre	Standard
<i>Understanding Photosynthesis</i> [inc. in Science kit]	Informational	RI 5.1,RI 5.7,
Constitution— <i>National Geographic Documents of Freedom The Declaration of Independence</i>	Informational	RI 5.1,RI 5.7,
<i>An Enemy Among Them</i> by Deborah H. DeFord , Harry S. Stout (840)	Historical Fiction/Revolutionary War	RL 5.1, RL 5.5, RL 5.7
Classifying Organisms— <i>National Geographic Life Science Classification Clues</i>	Informational	RI 5.1,RI 5.7,
American Tall Tales by Mary Pope Osborne and Stoddard , (970)	Fiction	RL 5.1, RL 5.5, RL 5.7
The Real McCoy: The Life of an African-American Inventor by Wendy Towle (920)	Biography	RI 5.6,RI 5.9, RI 5.3

Classroom Libraries		
Title	Genre	Standard
<i>The Declaration Of Independence: Foundation For America</i> by Jon Wilson (940)	Informational	RI 5.1,RI 5.7,
<i>Julie of the Wolves</i> by Jean Craighead George (860)	Fiction	RL 5.1, RL 5.5, RL 5.7
<i>They Walk the Earth: Extraordinary Travels of Animals on Land</i> by Seymour Simon (960)	Informational	RI 5.6,RI 5.9, RI 5.3
<i>Horses</i> by Seymour Simon (930)	Informational	RI 5.6,RI 5.9, RI 5.3
<i>Heat</i> by Mike Lupica (940)	Fiction	RL 5.1, RL 5.5, RL 5.7

Mysteries and Marvels of Plant Life by Barbara Cork (980)	Informational	RI 5.1,RI 5.7,
<i>Who Settled the West</i> (830)	Informational	RI 5.1,RI 5.7,
<i>Deception</i> (900)	Fiction /Mystery :This is book 4 of The Lady Grade Mystery series)	RL 5.1, RL 5.5, RL 5.7
<i>Oil Spill Disaster</i> (970)	Informational	RI 5.1,RI 5.7,

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 3: Opinion Writing		
3-7,10	*Opinion Essay	296-316
	Response to Literature	250-270
	Letter to the Editor	274-294
	Opinion Speech	318-338
	Next Generation Assessment	340-359
	Optional revising lessons are available at www.sfw.z-b.com/NGAE/G5	
<p>District Opinion Writing Prompt: After reading the article, you have 20 minutes to use digital sources to find more information about the benefits or disadvantages of gum chewing. Locate one source and list it below. Take some notes that may assist you with your opinion writing. Refer to the 5th grade writing rubric for opinion writing to write, revise and edit your document. You have 60 minutes to write a draft, revise, edit and write a final copy of your opinion paper. Use loose leaf paper. You will turn in your notes, drafts, and final paper.</p>		

Unit 4

Whole Class Books		
Book	Genre	Standard
<i>AK</i> (970)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Mikayla's Victory</i> (980)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Knots in my YoYo String</i> (980)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Claudette Colvin: Twice Toward Justice</i> (1000)	Informational	RI 5.1, RI 5.6, RI 5.7,RI 5.5
<i>Hatchet</i> (1020)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Courage Has No Color</i> (1090)	Informational	RI 5.1, RI 5.6, RI 5.7,RI 5.5

Small Group Texts		
Title	Genre	Standard
<i>I Am Harriet Tubman</i> (1060)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
<i>March Toward the Thunder</i> by Joseph Bruchac (850)	Historical Fiction (Civil War) Some violence included	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Drummer Boy</i> by Ann Turner (890) : Marching to the Civil War	Historical Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
<i>Claudette Colvin: Twice Toward Justice</i> (1000)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
<i>Many Thousand Gone: African Americans from Slavery to Freedom</i> by Virginia Hamilton (990)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
Kids on Strike	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5

Classroom Library		
Book	Genre	Standard
<i>Knots in my YoYo String</i> (980)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
Dark Emperor and Other Poems (1020)	Poetry	RL 5.1, RL 5.6, RL 5.7, RL 5.9
Hannah's Fancy Notions (940)	Historical Fiction (Industrial Revolution)	RL 5.1, RL 5.6, RL 5.7, RL 5.9
Flight and Fancy: The Airline Industry (890)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
Robotz: An Encyclopedia of Robots in Facts and Fiction (No Lexile)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
<i>Island of the Blue Dolphin</i> (1000)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
USA From Space: Maps Come Alive for Kids (1090)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5
Let It Shine: Stories of Black Women Freedom Fighters by Andrea Davis Pinkney (940)	Informational	RI 5.1, RI 5.6, RI 5.7, RI 5.5

<i>Mikayla's Victory</i> (980)	Fiction	RL 5.1, RL 5.6, RL 5.7, RL 5.9
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District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 4: Narrative Writing		
9-11	*Fable	32-52
	Mystery	56-78
	Play	82-104
	Next Generation Assessment	108-127
<p>District Narrative Prompt: The two folk tales you read explained how the chipmunk got its stripes and how dragon kites came to be flown by people. Pick one thing from your culture, like Takis, and explain it in an imaginative folktale. Be sure to include characters, setting, a plot that explains how your “thing “came” into its current state of existence and a satisfying conclusion.</p>		

Hazelwood Required Components 3rd – 5th

Component 1: Word Work and Vocabulary

- Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check.
- Word Work should include word sorts and word generating games using patterns from the Hazelwood Word Work continuum.
- Sight word vocabulary should be taught using the list provided in the appendices.
- Vocabulary Instruction should include:
 - Visual examples
 - Identification of supporting context clues within text
 - Multiple exposures to words over the cycle of instruction

Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
 - Graphic organizer
 - Strategy guides
 - Questions, story response from, post-its, etc.

Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing

English Language Arts Daily Instructional Format Options

Grades 3-5

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p>Component 1: Word Work and Vocabulary *Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check</p>	<p>Word Work and Vocabulary (10-15 min)</p> <ul style="list-style-type: none"> • Work on word sorts and patterns on the phonics to word attack continuum <ul style="list-style-type: none"> • Introduce essential and immediate vocabulary 			
<p>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</p> <ul style="list-style-type: none"> ▪ Establish Purpose/Share comprehension learning targets and EQs. ▪ Modeling (includes strong and weak examples and visual “Showing not telling” of the text) ▪ Guided and supported practice on a short excerpt of text with immediate feedback ▪ Formative check using a slightly longer segment of the text <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p>Read Aloud (20-25 min.)</p> <ul style="list-style-type: none"> • Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies • Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors <p>Shared Reading (15-20 min)</p> <ul style="list-style-type: none"> • Read with students to model and facilitate cycles of practicing the skills with immediate feedback • Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension • Short segments of student practice or partner practice should be built in 	<p>Modeling and Supported Practice (35 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text • Practice formats: <ul style="list-style-type: none"> ○ Partner Reading with discussion prompts ○ Small group reading with graphic organizers ○ Individual, partner or triad reading with annotations ○ Teacher circulates to listen prompt, ask questions and check for understanding • Cycle can repeat with the next section of text if students are struggling 	<p>Mini-lesson (20 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model applying the skill • Provide guided practice paired with feedback • Formative Check 	<p>Modeling and Guided Practice (45 min.)</p> <ul style="list-style-type: none"> • “A” Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice • “B” Days: Between 1st and 2nd Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</p>	<p>Guided Reading (20-25 min)</p> <ul style="list-style-type: none"> • Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading • The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support 	<p>Independent Student Practice (35-40 min)</p> <ul style="list-style-type: none"> • Students read the next section of text and apply it to their reading • Use any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Formative check should be built into active reading strategies 	<p>Independent Reading and Student Work (45 min)</p> <ul style="list-style-type: none"> • Using any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Teacher Small Group Instruction <ul style="list-style-type: none"> ○ Re-teaching mini-lessons ○ Meeting with Lit. Circles or Reciprocal Groups 	<p>Independent Student Practice (30 min)</p> <ul style="list-style-type: none"> • “A” Days include Guided Reading or a form of Independent Student Practice • “B” Days Will vary based upon the strategy employed.
<p>Component 4: Writer’s Workshop</p> <ul style="list-style-type: none"> ▪ Approximately 45 minutes of writing focused instruction ▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes 	<p>Mini-lesson (15 min)</p> <ul style="list-style-type: none"> • Focus lesson that includes <ul style="list-style-type: none"> ○ Modeling writing with an intentional writing skill/strategy focus ○ Explaining and facilitating student practice of a particular skill ○ Sharing mentor text to highlight specific authoring skills <p>Writing Time (20-25 min.)</p> <ul style="list-style-type: none"> • Includes peer revision and editing conference • Teacher/student conferences to establish writing goals and provide feedback <p>Student Sharing (5 min.)</p> <ul style="list-style-type: none"> • Students share published and “in process” work for peer feedback 			

Sample “Hybrid” Day Reading Schedule 3rd – 5th

Monday	Tuesday	Wednesday	Thursday	Friday
Word Work and Vocabulary (10-15 min) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Introduce essential and immediate vocabulary 	Word Work and Vocabulary (10-15 min) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work and Vocabulary (10-15 min) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work and Vocabulary (10-15 min) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work 	Word Work and Vocabulary (10-15 min) <ul style="list-style-type: none"> Work on word sorts and patterns on the phonics to word attack continuum Vocabulary Work
Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide Intro to spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Interactive read with partners on a particular skill such as reading for important details Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide sort/practice with spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Focused on a particular skill such as reading to understand character traits Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book Interactive response activity should be integrated after or as part of the third read 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. spelling test
Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 		Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 		Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job”
Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 		Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 		Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group
Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions
Writer’s Workshop 45 Minutes				
Closing (5 Min)				

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Writer's Workshop 45 Minutes				
Closing (5 Min)				

Activities & Games to Increase Retention of Basic Sight Words

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

Activities:

1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word.
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partner's back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

10. Create sentence using the sight words on a single list. An example of Basic Sight Word Sentences from List I might look like:

- She said that it was you.
- She said it was his.

11. Cut letters from sand paper and have students create the words and run their fingers over each letter as they say the word out loud.
12. Put some sand in a shoe box lid and have students practice writing words.
13. Place paper over a screen like material. Have student place a piece of paper over the screen and write the words using a crayon.

Games

1. Guess the Word

- Basic Sight Words are written on transparency, sentence strips, or large flash cards.

that	
what	that

- Cover the word on the right.
- Have students pronounce each word on in the list on the left.
- Ask student to try and guess which one of the words will be the mystery word.
- Before moving on to the next card, have students pronounce all of the words again.

2. Dominoes

- Divide flash cards in half.
- Write a different word on each side.

the	what	and	the
-----	------	-----	-----

a	and	go	a
---	-----	----	---

- Make sure the words are repeated several times on several cards.
- Students pronounce the words as it is matched up.

3. Word Order

- Create student worksheets or electronic files from them to order words as in the following examples:

A	B	C	D
why _____	c _____	sound _____	cat _____
what _____	d _____	frog _____	mule _____
when _____	g _____	wolf _____	cage _____
where _____	b _____	rabbit _____	pill _____
which _____	f _____	pass _____	duck _____

- Play a recording or read words or sounds to students.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
 - Sheet A: Number the words in the order in which they are read.
 - Sheet B: Number the letters that match the beginning sounds as you them.
 - Cat
 - Duck
 - Food
 - Good
 - Can
 - Sheet C:
 - Put a 1 in front of the word with a long /a/ sound.
 - Put a 3 in front of the word with a short /a/ sound.
 - Etc.
 - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
 - Create your own ideas.

4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.
- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say
 - _____ goes in the box.

6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

7. Word Checkers

- Create a checkerboard.
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

English Language Arts

5th Grade Sight Word List

anything	energy	members	similar
arms	especially	million	simple
beautiful	Europe	mind	sky
believe	exercise	months	soft
beside	farmers	moon	square
bill	felt	paint	store
blue	finished	paragraph	subject
brother	flowers	past	suddenly
can't	forest	perhaps	sum
cause	general	picked	summer
cells	glass	present	syllables
center	gone	probably	teacher
clothes	heart	race	test
dance	held	rain	third
describe	instruments	raised	train
developed	interest	ready	wall
difference	joined	reason	weather
direction	kept	record	west
discovered	lay	region	whether
distance	legs	represent	wide
divided	length	return	wild
drive	love	root	window
drop	main	sat	winter
edge	matter	shall	wish
eggs	meet	sign	written