

Fifth Grade

ELA5R1 (literary text): The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Big Idea: Text carries meaning and there are strategies to access it effectively.

Enduring Understandings

- The student will understand that narrative and dramatic texts have specific elements and characteristics. (a, b, c, f, g)
- The student will understand that literary devices enhance the meaning of text (e, h, k)
- The student will understand that an author's life experiences can affect the development of their work. (j)
- The student will understand that literature written about a specific time period reflects the historical events of that time. (d)
- The student will understand that judgments and inferences about story elements must be supported by evidence from the text. (i)

Essential Questions

- How do narrative/dramatic elements impact the text?
- How do literary devices enhance meaning of literary texts?
- How can an author's experiences affect the development of their work?
- How does literature reflect historical events of a particular time period?
- How do you effectively substantiate a judgment or draw an inference from text?

Knowledge

- Setting
- Plot development
- Main idea
- Stylistic elements
- Characterization
- Figurative language
- Structure of a play
- Organizational structures

Skills

- Make judgments and inferences
- Analyze literature
- Identify similarities and differences
- Respond to literature
- Identify and analyze figurative language

ELA5R1 (informational text): The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

Big Idea: Text carries meaning and there are strategies to access it effectively.

Enduring Understandings

- The student will understand that textual features allow readers to easily navigate text. (a, b)
- The student will understand that graphic features enhance the meaning of text. (c)
- The student will understand that expert readers connect text to self, text to other texts and/or text to the world. (g, h)
- The student will understand that common organizational structures convey information in a predictable way. (d, e)
- The student will understand that informational texts have specific elements and characteristics. (f)

Essential Questions

- How do textual and graphic features assist the reader in attaining meaning?
- How does connecting to text promote comprehension?
- How does knowledge of common organizational structures benefit readers?

Knowledge

- Facts
- Common textual features
- Common graphic features
- Common organizational structures
- Main idea

Skills

- Locate facts
- Answer questions
- Read and analyze common graphic features
- Make connections to text

ELA5R2: The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Big Idea: Reading diverse texts

Enduring Understandings

- The student will understand that reading diverse texts expands knowledge in a multitude of subject areas.

Essential Questions

- How does reading a wide variety of texts expand our knowledge of the world?

Knowledge

- Traditional literature
- Contemporary literature
- Fictional texts
- Magazines
- Newspapers
- Textbooks
- Electronic material
- Diverse collection
- Literary forms
- Writers
- Technical texts
- Book equivalents
- Grade level texts

Skills

- Read grade appropriate materials
- Read diverse materials

ELA5R3: The student demonstrates, understands, and acquires new vocabulary, and uses it correctly in reading and writing.

Big Idea: Vocabulary is necessary for continuous reading maturity.

Enduring Understandings

- The student will understand that vocabulary is extended through reading an assortment of texts. (a)
- The student will understand that knowledge of homophones, antonyms and synonyms expands one's vocabulary. (i)
- The student will understand that words have multiple meanings that are determined by oral and written context. (h)
- The student will understand that strategies are used to determine the pronunciation, meaning and usage of new words. (b, c, d, e)
- The student will understand that not all word usage is literal in its meaning. (f, g)

Essential Questions

- How does reading a variety of texts extend vocabulary?
- How does knowledge of homophones, homographs, antonyms and synonyms affect one's vocabulary?
- How do you determine the correct meaning of a word?
- How do you choose which strategy to use to decipher unfamiliar words?
- How do you determine if word usage is literal or figurative/playful?

Knowledge

- Context clues
- Common roots
- Suffixes
- Prefixes
- Playful language
- Figurative language
- Multiple meaning words

Skills

- Identify meanings of unfamiliar words
- Read varied text

ELA5W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

Big Idea: Effective writing is coherent and follows the writing process.

Enduring Understandings

- The student will understand that writing should be focused, use appropriate structures, and transition elements to clearly convey information (a, c, d)
- Written text should have an appropriate length and supporting statements and/or examples that fully explains the topic or tells the story. (b)

Essential Questions

- How does a writer engage the reader?
- How does the organizational structure impact writing?

Knowledge

- Genre expectations
- Point of view
- Coherence
- Organizational structures
- Transitional words and phrases
- Chronological order
- Cause and effect
- Similarities and differences
- Length
- Format

Skills

- Select a focus
- Support statements
- Write an organized and engaging piece
- Selects and uses various writing structures
- Write text
- Use appropriate structures

ELA5W2 (persuasive essay): The student demonstrates competence in a variety of genres.

Big Idea: Writing persuasively

Enduring Understandings

- The student will understand that persuasive writing follows a predictable organizational structure that appeals to its audience. (a, d, g)
- The student will understand that persuasive writing must be organized in a way that succinctly supports his/her assertion. (b, c, e, f)
- The student will understand that deliberate word choice positively impacts persuasive writing. (h)

Essential Questions

- How are persuasive essays organized and supported?
- How does word choice impact writing?

Knowledge

- Persuasive writing
- Context
- Relevant information
- Closure
- Persuasion techniques
- Evidence
- Organizing structure
- Purpose
- Audience
- Reader interest
- Details/examples
- Speaker's voice
- Clear position

Skills

- Address reader concerns
- Engage the reader
- Establish a context
- Exclude irrelevant information
- Use persuasive writing structure
- Defend a position

Provide examples and details

ELA5W3: The student uses research and technology to support writing.

Big Idea: Writing can be supported by research and technology.

Enduring Understandings:

- The student will understand that sources should be cited. (a)
- The student will understand that a variety of research materials and technology can be used to support writing. (c, g)
- The student will understand that using text features will help to locate and organize information. (b, d)
- The student will understand that a computer has specific functions and can be used to create simple documents. (e, f)

Essential Questions

- How does citing sources add credibility to writing?
- How can research materials and technology support writing?
- How are text features used to help locate and organize information?
- How are computers used to create simple documents?

Knowledge

- Computer terminology
- Text features
- Appropriate types and uses of various reference materials

Skills

- Demonstrate keyboarding skills
- Organize information
- Create documents
- Research using various reference materials

ELA5W4: The student consistently uses a writing process to develop, revise and evaluate writing.

Big Idea: Writing is a way to communicate.

Enduring Understandings

- The students will understand that effective writing follows a process. (a, b, c)
- The students will understand that it is essential to revise and edit writings. (b, c)

Essential Questions

- How is the writing process used?
- Why are revising and editing essential to writing?

Knowledge

- Writing process
- Conventions

Skills

- Use graphic organizers
- Follow the writing process

Use various resources

ELA5W2 (response to literature): The student demonstrates competence in a variety of genres.

Big Idea: Responding to text

Enduring Understandings

- The student will understand that a sound response to literature establishes a context, demonstrates comprehension, anticipates questions, and provides closure. (a, d, f)
- The student will understand that a thoroughly supported judgments demand references to the text. (b, c)
- The student will understand that effective responses to literature include relevant details and deliberate word choice. (e, g)

Essential Questions

- How does a response to literature demonstrate comprehension of the text?
- How do you make credible text judgments?
- How do writers determine which details are relevant?
- How does word choice impact writing?

Knowledge

- Context
- Speaker's voice
- Judgment
- References
- Extraneous details
- Closure
- Reader interest
- Literary work
- Personal knowledge

Skills

- Make sound judgments
- Advance and support judgments
- Comprehend text
- Engage readers
- Develop thorough responses to text
- Provide closure

ELA5W2 (informational writing): The student demonstrates competence in a variety of genres.

Big Idea: Informational writing

Enduring Understandings

- The student will understand that effective writers engage readers through the development of a clear main idea and context. (a, b)
- The student will understand that effective writers discern supporting details from inappropriate or unnecessary details, and use deliberate word choice to strengthen writing. (d, e, f, i)
- The student will understand that writing style and organization are determined by the type and purpose of the composition. (c, h)
- The student will understand that using multiple sources adds credibility to writing. (g)

Essential Questions

- How do effective writers hook and hold their readers?
- How do writers determine which details to include?
- How does word choice impact writing?
- How does organization impact writing?
- How does using multiple sources add credibility to writing?

Knowledge

- Context
- Speaker's voice
- Audience
- Controlling idea
- Organizing structure
- Extraneous details
- Anecdote
- Closure

Skills

- Engage readers through writing
- Use appropriate organizational structure
- Develop ideas and thoughts
- Use multiple sources

ELA5W2 (narrative writing): The student demonstrates competence in a variety of genres.

Big Idea: Narrative writing

Enduring Understandings

- The student will understand that narrative that using a variety of writing strategies and deliberate word choice helps bring a story to life. (d, e, i)
- The student will understand that authors use a systematic method to organize narrative writing. (a, b, c, h)
- The student will understand that narrative writing is characterized by specific elements. (f, g)

Essential Questions

- How do effective writers hook and hold their readers?
- How does narrative writing differ from other genres?
- How does organization impact writing?

Knowledge

- Organizational structure
- Narrative
- Vivid verbs, descriptive adjectives
- Sensory details
- Varied sentence structure
- Writing strategies
- Extraneous/inappropriate details
- Characteristics of narrative writing
- Story elements
- Closure

Skills

- Write pieces using narrative format
- Use strategies to engage readers
- Organize writing using narrative elements