

## **Unit Summary**

**The learner will use key ideas and details when reading literature.** Students need to use specific quotes from the text to explain what the text says explicitly and to support the inferences they've drawn. Students will practice determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Students will practice comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Students will develop skills for learning unfamiliar words and phrases including figurative language (similes and metaphors) in their reading of literature. Students will learn what a point of view is and how a narrator's point of view determines how he tells his story (feeling, thoughts). Students will analyze the visual and multimedia elements of different genres (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem) and discuss how these elements contribute to the meaning, tone, or beauty of text.

**The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading content.** Students will practice comparing and contrasting the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Students will use context clues to help them understand the meaning of an unfamiliar word or phrase. Students will use affixes and root words as clues to understanding words they encounter in reading. Students will learn how using a dictionary and a thesaurus can help build a better vocabulary. Students will practice using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Students will practice acquire and using accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**The learner will build comprehension through collaborative conversations about grade 5 topics and texts.** Students will practice coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Students will practice following agreed-upon rules for discussions and carry out assigned roles. Students will practice posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Students will practice reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Students will practice summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Students will practice summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence. Students will practice reporting 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. Students will practice adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.** Students will use letter -sound correspondence, syllabication patterns, and morphology (roots and affixes) as clues to understanding words they encounter in reading. Students will practice reading on-level text with purpose and understanding. Students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.

**The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.** 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. The learner will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**End of the year goal: The learner will read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 complexity band independently and proficiently.**

<b>Title of Unit</b> Introduction to Reading Literature	<b>Subject Area</b> Language Arts-Reading
<b>Common Core State Standards</b> <b>Language</b> <p><b>L.5.3b:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><b>L.5.4a:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.4b:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.4c:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5c:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>L.5.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
<b>Reading Foundational</b> <p><b>RF.5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>RF.5.4a:</b> Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.</p> <p><b>RF.5.4b:</b> Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.5.4c:</b> Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<b>Reading Informational Text</b> (not applicable)	

## **Reading Literature**

**Anchor Standard: RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL.5.6:** Describe how a narrator's or speaker's point of view influences how events are described.

**RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**GOAL: RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

## **Speaking & Listening**

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

<p><b>Essential Questions-Student Targets</b> <b>Language</b></p> <p><i>How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?</i></p> <ul style="list-style-type: none"> <li>○ An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases words using a variety of techniques, including using context clues, and consulting general and specialized reference materials.</li> </ul> <p><i>How does understanding affix or the root of a word help readers determine a word's meaning?</i></p> <ul style="list-style-type: none"> <li>○ Understanding prefixes and affixes helps the reader figure out unknown words.</li> </ul> <p><i>How does vocabulary knowledge increase success in understanding text?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	<p><b>I Can statements</b> <b>Language</b></p> <p>L.5.3b I can compare and contrast English dialects, registers, etc.</p> <p>L.5.4a I can determine the meaning of a word or phrase by examining context clues.</p> <p>L.5.4b I can provide definitions for common Greek or Latin roots and affixes.</p> <p>L.5.4b I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words.</p> <p>L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material.</p> <p>L.5.5c I can recognize and explain the meaning of synonyms, antonyms, and homographs.</p> <p>L.5.6 I can learn and use vocabulary words that signal contrast.</p> <p>L.5.6 I can learn and use vocabulary words that signal addition.</p> <p>L.5.6 I can learn and use vocabulary words that signal logical relationships.</p> <p>L.5.6 I can learn and use transitional language to signal contrast, addition, and logical relationships.</p>
<p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul> <p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p>	<p><b>Reading Foundational</b></p> <p>RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF.5.3 I can read multi-syllable words.</p> <p>RF.5.4 I can read stories and poems aloud clearly and at a steady pace.</p> <p>RF.5.4 I can correct mistakes I make or reread for clarification when I read.</p> <p>RF.5.4a I can read grade-level text with purpose and understanding</p> <p>RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.5.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## Reading Foundational Skills

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.
- Reading is done with purpose and understanding.
- Reading is expressive.

*How can a person comprehend reading?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Literature

RL.5.1 I can quote accurately from the text to explain what the text says.

RL.5.1 I can explain what the text explicitly states and what the text implies, or hints at.

RL.5.2 I can determine the theme of a text and locate particular details that convey the theme.

RL.5.2 I can summarize what the text says.

RL.5.3 I can compare and contrast characters in a text and provide details from the text.

RL.5.3 I can compare and contrast settings in a text and provide details from the text.

RL.5.3 I can compare and contrast events in a text and provide details from the text.

RL.5.4 I can determine the meanings of words and phrases as they are used in a text.

RL.5.4 I can define simile and metaphor.

RL.5.4 I can determine what similes and metaphors mean as they are used in a text.

RL.5.6 I can describe the point of view of the narrator or speaker in a text.

RL.5.6 I can explain how the point of view of the narrator or speaker in a text influences how events are described

RL.5.7 I can describe the visual and/or multimedia elements of a text.

RL.5.7 I can explain how a text would be different without its visual and/or multimedia elements.

RL.5.7 I can describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it.

RL.5.10 I can explain which portions of a text I understand and which portions I don't.

RL.5.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.

RL.5.10 I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me.

## **Reading Literature**

*How can characters, settings, or events be compared and contrasted?*

- Comparing and contrasting is determining how two or more features are similar and different.

*How does a person determine the theme of a text?*

- The theme of a poem unfolds as the speaker in a poem reflects upon a topic.
- The theme of a story unfolds as characters in a story or drama respond to challenges.
- All stories, dramas, or poems have a theme.

*What evidence from the text supports thinking?*

- Evidence from the text may be explicit or inferred.

*What is required to summarize a text?*

- A summary is the framework of a story. It includes the most important details, events, characters of the text.
- Stories have characters, setting, and events.

## **Speaking and Listening**

SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.

SL.5.1 I can discuss my own ideas clearly in a discussion.

SL.5.1 I can build on the ideas of others in a discussion.

SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.

SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.

SL.5.1 I can follow established rules for class discussions.

SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.

SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.

SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.

SL.5.2 I can summarize a written text read aloud to me.

SL.5.2 I can summarize information presented visually, such as a photograph or video.

SL.5.2 I can summarize information presented orally, such as a speech or conversation.

SL.5.2 I can summarize information presented in a graph, chart, or similar format.

SL.5.3 I can describe a speaker's argument and list specific claims he or she makes.

SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.

SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.

SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.

SL.5.4 I can speak clearly and at an understandable pace when presenting.

SL.5.5 I can include multimedia and visual components with my presentations.

SL.5.5 I can enhance presentations by incorporating multimedia and visual components.

SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.

SL.5.6 I can use formal English when necessary.

<p><b>Academic Vocabulary</b> Tier III <i>Prerequisite:</i> Challenges, characters, compare, contrasts, details, events, inferences, poem, story, text, theme, affixes, cause/effect/ comparison, context, domain specific, words, figurative language, glossaries, key words, metaphors, phrases, pronunciation, reference materials, relationships roots, similes, synonyms, accuracy, expression, fluency, poetry, prose, purpose, rate, text, understanding, word recognition, grade level phonics, letter sound correspondence, syllabication, context, descriptive detail, facts, relevant, situation, speech, tasks, text, theme <i>New:</i> Drama, explicit, interact, quote, setting, specific details, summarize, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning, proverbs, signal addition, signal contrast, thesauruses, decoding, morphology (roots and affixes, multisyllabic words, syllabication patterns, word analysis, formal English, main idea, opinion, presentation, relevant descriptive detail, speech, topic, visual displays</p>	<p><b>Student Vocabulary</b> <i>New:</i> Drama, explicit, interact, quote, setting, specific details, summarize, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning, proverbs, signal addition, signal contrast, thesauruses, decoding, morphology (roots and affixes, multisyllabic words, syllabication patterns, word analysis, formal English, main idea, opinion, presentation, relevant descriptive detail, speech, topic, visual displays  Tier II Rich Vocabulary (Will vary depending on resource (Trade book) used in class.)</p>
<p><b>Phonics/Phonemic Awareness</b> The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>Rebecca Sitton Word Study/Spelling Treasures Series- McGraw-Hill Grammar Practice Book</b></p>	<p><b>Fluency/Grammar</b> The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Treasures Series-McGraw-Hill Grammar Practice Book</b></p>
<p><b>Assessments</b></p>	



<p><b>Formative</b>          (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )  <b>To be determined by individual classroom teacher based on class needs.</b></p> <p><b>Common Formative</b>          (This should be a <u>common assessment across the grade level</u> to promote professional learning community’s conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b>          (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)  <b>Rebecca Sitton Word Study/ Spelling Units 1-5</b></p>
<p><b>Lesson Sequence</b>          (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b>          (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)  <b>SPELLING SOURCEBOOK Series 2002 edition</b>  <b>Treasures Reading Series McGraw-Hill Grade 5</b></p>

## Unit Summary

**The learner will use key ideas and details when reading Informational Text.** Students need to find passages to support their explanations of what the text says, either explicitly or implicitly. This will involve both figuring out what the text means and accurately quoting the text. Students will practice determining two or more main ideas of a text and explain how they are supported by key details; summarize the text. Students will use various resources and tools to practice using context clues to determine word meaning and learn/apply content vocabulary. Students will practice drawing 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. By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading content.** Students will learn to use context clues to help them understand the meaning of an unfamiliar word or phrase. Students will learn how to use a dictionary and a thesaurus to help build a better vocabulary.

**The learner will read with sufficient accuracy and fluency to support comprehension.** Students will practice reading on-level text with purpose and understanding. Students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary.

**The learner will build comprehension through collaborative conversations about grade 5 topics and texts. The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.** Students will practice coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Students will practice following agreed-upon rules for discussions and carry out assigned roles. Students will practice posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Students will practice reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Students will practice summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Students will practice summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence. Students will practice reporting 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. Students will practice adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Title of Unit	Subject Area
Introduction to Reading Informational Text	Language Arts- Reading
<b>Common Core State Standards</b>	

**Reading Informational Text**

Anchor Standard: RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.7:** 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.

**RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

GOAL: RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Literature(not applicable)

**Language**

**L.5.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**L.5.4c:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Reading Foundational**

**RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a:** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.5.4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.5.4c:** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking & Listening**

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

**Essential Questions-Student Targets**

**I Can statements**

<p><b>Reading Informational Text</b></p> <p><i>How are main ideas determined?</i></p> <ul style="list-style-type: none"> <li>○ Main ideas are the topic of the text with key details providing support.</li> </ul> <p><i>What evidence (details) from the text supports the thinking and establishes the relationships between individuals, events, ideas, or concepts?</i></p> <ul style="list-style-type: none"> <li>○ Evidence from the text may be explicit or inferred.</li> <li>○ Specific information in a text is used to explain the relationships or interactions between two or more individuals, events, ideas, or concepts.</li> </ul> <p><i>What is required to summarize a text?</i></p> <ul style="list-style-type: none"> <li>○ Summary is the framework of the text that includes the most important details or ideas</li> </ul> <p><i>How does a person find or identify information that supports an answer or assists in solving a problem?</i></p> <ul style="list-style-type: none"> <li>○ Information from multiple sources can answer questions or assist in solving a problem.</li> </ul>	<p><b>Reading Informational Text</b></p> <p>RI.5.1 I can locate and quote language in the text when explaining what the text says.</p> <p>RI.5.1 I can understand and describe what the text implies, or hints at.</p> <p>RI.5.2 I can determine two or more main ideas of a text and describe how they are supported by key details.</p> <p>RI.5.2 I can summarize what the text says.</p> <p>RI.5.3 I can describe how individuals, ideas, and events within a historical, scientific, or technical text are connected.</p> <p>RI.5.4 I can determine the meanings of words and phrases as they are used in a text.</p> <p>RI.5.7 I can access information from multiple print or digital sources to find an answer to a question.</p> <p>RI.5.7 I can access information from multiple print or digital sources to solve a problem.</p> <p>RI.5.8 I can locate reasons and evidence which support particular points in a text.</p> <p>RI.5.8 I can determine which reasons and evidence support which point or points.</p> <p>RI.5.10 I can locate portions of a text that I understand versus portions that I don't understand.</p> <p>RI.5.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.</p> <p>RI.5.10 I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me.</p>
<p><b>Reading Narrative Text</b></p>	<p><b>Reading Narrative Text</b></p>

**Language**

*How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?*

- An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases words using a variety of techniques, including using context clues, and consulting general and specialized reference materials.

**Language**

L.5.4a I can determine the meaning of a word or phrase by examining context clues.

L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material.

## Reading Foundational

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.

*How can a person comprehend reading?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.
- Reading is done with purpose and understanding.
- Reading is expressive.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Foundational

RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.

RF.5.3 I can read multi-syllable words.

RF.5.3.a I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and, morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 I can read stories and poems aloud clearly and at a steady pace.

RF.5.4 I can correct mistakes I make or reread for clarification when I read.

RF.5.4a I can read grade-level text with purpose and understanding

RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p><b>Speaking &amp; Listening</b></p> <p><i>How does a person convey knowledge or persuade others to understand/accept their opinion?</i></p> <ul style="list-style-type: none"> <li>○ Media is used to enhance or support presentations or opinions.</li> <li>○ Opinions are supported by evidence and interesting anecdotes.</li> </ul> <p><i>Opinions are supported by evidence and interesting anecdotes.</i></p> <ul style="list-style-type: none"> <li>○ Presentations are interesting, engaging, and understandable.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.5.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.5.1 I can build on the ideas of others in a discussion.</p> <p>SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.</p> <p>SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.</p> <p>SL.5.1 I can follow established rules for class discussions.</p> <p>SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.</p> <p>SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.</p> <p>SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.5.2 I can summarize a written text read aloud to me.</p> <p>SL.5.2 I can summarize information presented visually, such as a photograph or video.</p> <p>SL.5.2 I can summarize information presented orally, such as a speech or conversation.</p> <p>SL.5.2 I can summarize information presented in a graph, chart, or similar format.</p> <p>SL.5.3 I can describe a speaker’s argument and list specific claims he or she makes.</p> <p>SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.</p> <p>SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.</p> <p>SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>SL.5.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.</p> <p>SL.5.6 I can use formal English when necessary.</p>
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<p><b>Academic Vocabulary</b> Tier II <i>Prerequisite</i> Concepts, Key Details, Relationships, Technical Text, Events, Main Ideas, Specific Information, Text, Ideas, Affixes, Figurative Language, Phrases, Relationships, Cause/Effect, Glossaries, Phrases, Roots, Comparison, Key Words, Pronunciation, Similes, Context, Metaphors, Reference Materials, Synonyms, Domain Specific Words, Grade Level Phonics, Letter Sound Correspondence, Syllabication, Accuracy, Expression, Fluency, Poetry, Prose, Purpose, Rate, Text, Understanding, Word Recognition, Chronology, Compare, Concepts, Contrast, Differences, Ideas, Information, Meaning, Point of View, Problem, Similarities, Solution, Structure Text, <i>New:</i> Historical Text, Scientific Text, Adages, Antonyms, Comparison, Dictionaries, Homographs, Idioms, Precise Meaning, Proverbs, Signal Addition, Signal Contrast, Thesauruses, Decoding, Morphology (roots and affixes), Multisyllabic Words, Syllabication Patterns, Word Analysis, Account, General Academic Words, Topic or Subject Area, Points in Text, Print</p>	<p><b>Student Vocabulary</b> <i>New:</i> Historical Text, Scientific Text, Adages, Antonyms, Comparison, Dictionaries, Homographs, Idioms, Precise Meaning, Proverbs, Signal Addition, Signal Contrast, Thesauruses, Decoding, Morphology (roots and affixes), Multisyllabic Words, Syllabication Patterns, Word Analysis, Account, General Academic Words, Topic or Subject Area, Points in Text, Print  Tier III <b>Rich Vocabulary</b> (Will vary depending on resource (Trade/ Text book) used in class.</p>
<p><b>Phonics/Phonemic</b> The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Fluency/Grammar</b> The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p style="text-align: center;"><b>Assessments</b></p>	

<p><b>Formative</b>        (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )</p> <p><b>Common Formative</b>        (This should be a <u>common assessment across the grade level</u> to promote professional learning community’s conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b>        (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p> <p><b>Rebecca Sitton Word Study/Spelling Units 7-12</b></p>
<p><b>Lesson Sequence</b>        (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b>        Spelling Source Book Series 2002        Treasures Reading Series McGraw-Hill Grade 5</p>

**Unit Summary**

**Students will use the craft and structure of the text to help understand the literature.** Students need to practice identifying various text or story structures in real world reading. Students will be learning what a point of view is and how a narrator's point of view determines how he tells his story (feeling, thoughts). Inferring a narrator's feelings is part of "how" a point of view can be determined.

**Students will utilize key ideas and details when reading literature.** Students need to use specific quotes from the text to explain what the text says explicitly and to support the inferences they've drawn. Students will need time to review and practice using quotation marks. Students will also need to practice making inferences. Students will practice determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Students will practice comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **Students will demonstrate an integration of knowledge and ideas to understand the literature.** Students will learn how to analyze the visual and multimedia elements of different genres (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem) and discuss how these elements contribute to the meaning, tone, or beauty of text. **By the end of the year, students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.**

**Title of Unit**

Reading Literature

**Subject Area**

Reading

**Common Core State Standards****Reading Literature**

Anchor Standard: **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.6:** Describe how a narrator's or speaker's point of view influences how events are described.

**RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

GOAL: **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Language**

**L.5.3b:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.5.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**L.5.4b:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**L.5.4c:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.5c:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Reading Foundational**

**RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a:** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.5.4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.5.4c:** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking & Listening**

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Writing**

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

**Essential Questions-Student Targets**

**I Can statements**

**Reading Informational Text**

**Reading Informational Text**

**Reading Literature Text**

*How can characters, settings, or events be compared and contrasted?*

- Comparing and contrasting is determining how two or more features are similar and different.

*How does a person determine the theme of a text?*

- The theme of a story unfolds as characters in a story or drama respond to challenges.
- All stories, dramas, or poems have a theme.

*What evidence from the text supports thinking?*

- Evidence from the text may be explicit or inferred.

*What is required to summarize a text?*

- A summary is the framework of a story. It includes the most important details, events, characters of the text.
- Stories have characters, setting, and events.

*How does the narrator's or speaker's point of view affect the way a story unfolds?*

- Narrators and speakers describe (view) events based on their point of view.

*What is the structure of the story or poem?*

- Narrative text and poetry has structure (events, stanzas, scenes, chapters).

**Reading Literature Text**

RL.5.1 I can quote accurately from the text to explain what the text says.

RL.5.1 I can explain what the text explicitly states and what the text implies, or hints at.

RL.5.2 I can determine the theme of a text and locate particular details that convey the theme.

RL.5.2 I can summarize what the text says.

RL.5.3 I can compare and contrast characters in a text and provide details from the text.

RL.5.3 I can compare and contrast settings in a text and provide details from the text.

RL.5.3 I can compare and contrast events in a text and provide details from the text.

RL.5.5 I can describe the overall structure of a novel by explaining how the chapters unfold.

RL.5.5 I can describe the overall structure of a poem by explaining how the stanzas unfold.

RL.5.5 I can describe the overall structure of a drama by explaining how the scenes unfold.

RL.5.6 I can describe the point of view of the narrator or speaker in a text.

RL.5.6 I can explain how the point of view of the narrator or speaker in a text influences how events are described.

RL.5.7 I can describe the visual and/or multimedia elements of a text.

RL.5.7 I can explain how a text would be different without its visual and/or multimedia elements.

RL.5.7 I can describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it.

Language Essential Questions-Student Targets Language	Language
<p><i>How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?</i></p> <ul style="list-style-type: none"> <li>○ An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases words using a variety of techniques, including using context clues, and consulting general and specialized reference materials.</li> </ul>	<p><b>I Can statements</b> <b>Language</b> L.5.3b I can compare and contrast English dialects, registers, etc. L.5.4a I can determine the meaning of a word or phrase by examining context clues. L.5.4b I can provide definitions for common Greek or Latin roots and affixes. L.5.4b I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words. L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p><i>How does understanding affix or the root of a word help readers determine a word's meaning?</i></p> <ul style="list-style-type: none"> <li>○ Understanding prefixes and affixes helps the reader figure out unknown words.</li> </ul>	<p>L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. L.5.5c I can recognize and explain the meaning of synonyms, antonyms, and homographs.</p>
<p><i>How does vocabulary knowledge increase success in understanding text?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	<p>L.5.6 I can learn and use vocabulary words that signal contrast. L.5.6 I can learn and use vocabulary words that signal addition. L.5.6 I can learn and use vocabulary words that signal logical relationships. L.5.6 I can learn and use transitional language to signal contrast, addition, and logical relationships.</p>
<p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	
<p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p>	

## Reading Foundational Skills

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.
- Reading is done with purpose and understanding.
- Reading is expressive.

*How can a person comprehend reading?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Foundational

RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.

RF.5.3 I can read multi-syllable words.

RF.5.4 I can read stories and poems aloud clearly and at a steady pace.

RF.5.4 I can correct mistakes I make or reread for clarification when I read.

RF.5.4a I can read grade-level text with purpose and understanding

RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.



<p><b>Speaking &amp; Listening</b></p> <p><i>How does a person convey knowledge or persuade others to understand/accept their opinion?</i></p> <ul style="list-style-type: none"> <li>○ Media is used to enhance or support presentations or opinions.</li> <li>○ Opinions are supported by evidence and interesting anecdotes.</li> </ul> <p><i>Opinions are supported by evidence and interesting anecdotes.</i></p> <ul style="list-style-type: none"> <li>○ Presentations are interesting, engaging, and understandable.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.5.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.5.1 I can build on the ideas of others in a discussion.</p> <p>SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.</p> <p>SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.</p> <p>SL.5.1 I can follow established rules for class discussions.</p> <p>SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.</p> <p>SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.</p> <p>SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.5.2 I can summarize a written text read aloud to me.</p> <p>SL.5.2 I can summarize information presented visually, such as a photograph or video.</p> <p>SL.5.2 I can summarize information presented orally, such as a speech or conversation.</p> <p>SL.5.2 I can summarize information presented in a graph, chart, or similar format.</p> <p>SL.5.3 I can describe a speaker’s argument and list specific claims he or she makes.</p> <p>SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.</p> <p>SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.</p> <p>SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>SL.5.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.</p> <p>SL.5.6 I can use formal English when necessary.</p>
<p><b>Writing</b></p>	<p><b>Writing</b></p>

<p><b>Academic Vocabulary</b>          (This is also Curriculum Crafter based vocabulary from CCSS. These are the skill-based vocabulary you and your students should be using.)</p>	<p><b>Student Vocabulary</b>          (These are the weekly vocabulary terms used to enhance understanding of the words in the text.)</p>
<p><b>Phonics/Phonemic Awareness</b>          The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  <b>Rebecca Sitton Word Study/Spelling Treasures Series- McGraw-Hill Grammar Practice Book</b></p>	<p><b>Fluency/Grammar</b>          The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>Treasures Series-McGraw-Hill Grammar Practice Book</b></p>
<p><b>Assessments</b></p>	
<p><b>Formative</b>          (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )   <b>Common Formative</b>          (This should be a <u>common assessment across the grade level</u> to promote professional learning community’s conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b>          (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)  <b>Rebecca Sitton Word Study/Spelling Units 13-15.</b></p>
<p><b>Lesson Sequence</b>          (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b>  <b>Spelling Source Book Series 2002 Edition</b>  <b>Treasures Reading Series McGraw-Hill Grade 5</b></p>

## Unit Summary

**The learner will utilize key ideas and details when reading literature.** Students will use specific quotes from the text to explain what the text says explicitly and to support the inferences they've drawn. Students need time to review and practice using quotation marks. Students will also need to practice making inferences. Students will practice determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Students will practice comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Students will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Students first need to have an understanding of the concept of the theme of a story. **The learner will build vocabulary acquisition and use to clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.** Students will learn to use context clues to help them understand the meaning of an unfamiliar word or phrase. Students will use affixes and root words as clues to understanding words they encounter in reading. Students will learn how to use a dictionary and a thesaurus to help build a better vocabulary. Students will practice interpreting figurative language, including similes and metaphors, in context. Students will recognize and explain the meaning of common idioms, adages, and proverbs. Students will practice using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition.** Students will use letter -sound correspondence, syllabication patterns, and morphology (roots and affixes) as clues to understanding words they encounter in reading. **The learner will read with sufficient accuracy and fluency to support comprehension.** Students will practice reading on-level text with purpose and understanding. Students will practice reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Students will practice using context to confirm or self-correct word recognition and understanding, rereading as necessary. **The learner will build comprehension through collaborative conversations about grade 5 topics and texts.** Students will practice coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Students will practice following agreed-upon rules for discussions and carry out assigned roles. Students will practice posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Students will practice reviewing the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Students will practice summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Students will practice summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence. **The learner will add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.** Students will practice reporting 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. Students will practice including multimedia components (e.g., graphics, sound) and visual displays in presentations. Students will practice adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

<b>Title of Unit</b> Reading Literature- Genre Study	<b>Subject Area</b> Reading
<b>Common Core State Standards</b>	
<p><b>Reading Literature</b></p> <p>Anchor Standard: <b>RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>GOAL: RL.5.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	
<p><b>Language</b></p> <p><b>L.5.4a:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.4b:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.4c:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5a:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.</p> <p><b>L.5.5b:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>L.5.5c:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	

**Reading Foundational**

**RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a:** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.5.4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.5.4c:** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking & Listening**

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

**SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

**Writing**

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

Essential Questions-Student Targets	I Can statements
<p><b>Reading Literature</b></p> <p><b>RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Reading Literature</b></p> <p>RL.5.1 I can quote accurately from the text to explain what the text says.</p> <p>RL.5.1 I can explain what the text explicitly states and what the text implies, or hints at.</p> <p>RL.5.2 I can determine the theme of a text and locate particular details that convey the theme.</p> <p>RL.5.2 I can summarize what the text says.</p> <p>RL.5.3 I can compare and contrast characters in a text and provide details from the text.</p> <p>RL.5.3 I can compare and contrast settings in a text and provide details from the text.</p> <p>RL.5.3 I can compare and contrast events in a text and provide details from the text.</p> <p>RL.5.9 I can compare and contrast stories in the same genre in terms of how they treat a similar theme or topic.</p>

<b>Language</b>	<b>Language</b>
<p><i>How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?</i></p> <ul style="list-style-type: none"> <li>○ An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases using a variety of techniques, including using context clues, and consulting general and specialized reference materials.</li> </ul> <p><i>How does understanding affix or the root of a word help readers determine a word's meaning?</i></p> <ul style="list-style-type: none"> <li>○ Understanding prefixes and affixes helps the reader figure out unknown words.</li> </ul> <p><i>How does vocabulary knowledge increase success in understanding text?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul> <p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	<p>L.5.4a I can determine the meaning of a word or phrase by examining context clues.</p> <p>L.5.4b I can provide definitions for common Greek or Latin roots and affixes.</p> <p>L.5.4b I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words.</p> <p>L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material.</p> <p>L.5.5a I can define simile and metaphor.</p> <p>L.5.5a I can interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5b I can explain the meanings of common idioms, adages, and proverbs.</p> <p>L.5.5c I can recognize and explain the meaning of synonyms, antonyms, and homographs.</p>

## Reading Foundational

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.
- Reading is done with purpose and understanding.
- Reading is expressive.

*How can a person comprehend reading?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Foundational

RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.

RF.5.3 I can read multi-syllable words.

RF.5.4a I can read grade-level text with purpose and understanding

RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Speaking & Listening	Speaking and Listening
<p><i>How does a person convey knowledge or persuade others to understand/accept their opinion?</i></p> <ul style="list-style-type: none"> <li>○ Opinions are supported by evidence and interesting anecdotes.</li> </ul> <p><i>How does a person educate or teach (share) others about what they know?</i></p> <ul style="list-style-type: none"> <li>○ Presentations are interesting, engaging, and understandable.</li> </ul>	<p>SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.5.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.5.1 I can build on the ideas of others in a discussion.</p> <p>SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.</p> <p>SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.</p> <p>SL.5.1 I can follow established rules for class discussions.</p> <p>SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.</p> <p>SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.</p> <p>SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.5.2 I can summarize a written text read aloud to me.</p> <p>SL.5.2 I can summarize information presented visually, such as a photograph or video.</p> <p>SL.5.2 I can summarize information presented orally, such as a speech or conversation.</p> <p>SL.5.2 I can summarize information presented in a graph, chart, or similar format.</p> <p>SL.5.3 I can describe a speaker's argument and list specific claims he or she makes.</p> <p>SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.</p> <p>SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.</p> <p>SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>SL.5.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.5.5 I can include multimedia and visual components with my presentations.</p> <p>SL.5.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.</p> <p>SL.5.6 I can use formal English when necessary.</p>

Writing	Writing
<p><b>Academic Vocabulary</b>  <b>Tier III</b>  <i>Prerequisite:</i>  Challenges, characters, compare, contrast, details, events, inferences, poem, story, text, theme, beauty of the text, contribute, folktale, meaning of the text, multimedia, elements, myth, topic, visual elements, affixes, cause/effect, comparison, context, domain specific, words, figurative language, glossaries, key words, metaphors, phrases, pronunciation, reference materials, relationships, roots, similes, synonyms, grade level phonics, letter sound, correspondence, morphology (roots and affixes), syllabication, descriptive detail, facts, formal English, main idea, opinion, presentation, relevant, situation, speech, tasks.</p> <p><i>New:</i>  Drama, explicit, interact, quote, setting, specific details, summarize, adventure story, analyze, genre, graphic novel, multimedia, presentation, mystery, tone of text, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning proverbs, signal addition, signal contrast, thesauruses, formal English, main idea, opinion, relevant descriptive detail, speech, topic, visual displays.</p>	<p><b>Student Vocabulary</b>  <i>New:</i>  Drama, explicit, interact, quote, setting, specific details, summarize, adventure story, analyze, genre, graphic novel, multimedia, presentation, mystery, tone of text, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning proverbs, signal addition, signal contrast, thesauruses, formal English, main idea, opinion, relevant descriptive detail, speech, topic, visual displays.</p>
<p><b>Phonics/Phonemic Awareness</b>  The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  <b>Rebecca Sitton Word Study/Spelling Treasures Series- McGraw-Hill Grammar Practice Book</b></p>	<p><b>Fluency/Grammar</b>  The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>Treasures Series-McGraw-Hill Grammar Practice Book</b></p>
<b>Assessments</b>	

<p><b>Formative</b>        (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )</p> <p><b>Common Formative</b>        (This should be a <u>common assessment across the grade level</u> to promote professional learning community's conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b>        (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p> <p><b>Rebecca Sitton Word Study/ Spelling Units 19-24</b></p>
<p><b>Lesson Sequence</b>        (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b>        (This is a list of teacher/student materials needed to fully teach the skills set forth in the unit/lesson plans. This could be trade books, handouts, and any extra necessary materials to aide in the understanding of the CCSS.)</p> <p><b>SPELLING SOURCEBOOK Series 2002 edition</b>  <b>Treasures Reading Series McGraw-Hill Grade 5</b></p>

**Unit Summary**

Students will use the craft and structure of the text to help understand the literature. Students will practice identifying various text or story structures in real world reading. Students will learn how to use specific quotes from the text to explain what the text says explicitly and to support the inferences they've drawn. Students will review and practice using quotation marks. Students will also practice making inferences. Students will practice determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Students will develop skills for learning unfamiliar words and phrases including figurative language (similes and metaphors) in their reading of literature.

**Title of Unit**

Literature- Poetry

**Subject Area**

Reading

**Common Core State Standards**

Reading Informational Text

**Reading Literature**

**Anchor Standard: RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**GOAL: RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Language**

**L.5.3b:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.5.4a:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**L.5.4b:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**L.5.4c:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.5c:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Reading Foundational**

**RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a:** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.5.4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.5.4c:** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Speaking & Listening

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Writing

(Use Curriculum Crafter to list all standards related to the unit and categorize into the appropriate strand.)

## Essential Questions-Student Targets

## I Can statements

**Reading Literature**

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Reading Literature Text**

**RL.5.1** I can quote accurately from the text to explain what the text says.

**RL.5.1** I can explain what the text explicitly states and what the text implies, or hints at.

**RL.5.2** I can determine the theme of a text and locate particular details that convey the theme.

**RL.5.2** I can summarize what the text says.

**RL.5.4** I can determine the meanings of words and phrases as they are used in a text.

**RL.5.4** I can define simile and metaphor.

**RL.5.4** I can determine what similes and metaphors mean as they are used in a text.

**RL.5.5** I can describe the overall structure of a poem by explaining how the stanzas unfold.

<b>Language</b>	<b>Language</b>
<p><i>How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?</i></p> <ul style="list-style-type: none"> <li>○ An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases using a variety of techniques, including using context clues, and consulting general and specialized reference materials.</li> </ul>	<p>L.5.3b I can compare and contrast English dialects, registers, etc.</p> <p>L.5.4a I can determine the meaning of a word or phrase by examining context clues.</p> <p>L.5.4b I can provide definitions for common Greek or Latin roots and affixes.</p> <p>L.5.4b I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words.</p> <p>L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p><i>How does understanding affix or the root of a word help readers determine a word's meaning?</i></p> <ul style="list-style-type: none"> <li>○ Understanding prefixes and affixes helps the reader figure out unknown words.</li> </ul>	<p>L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material.</p> <p>L.5.5c I can recognize and explain the meaning of synonyms, antonyms, and homographs.</p>
<p><i>How does vocabulary knowledge increase success in understanding text?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	<p>L.5.6 I can learn and use vocabulary words that signal contrast.</p> <p>L.5.6 I can learn and use vocabulary words that signal addition.</p> <p>L.5.6 I can learn and use vocabulary words that signal logical relationships.</p> <p>L.5.6 I can learn and use transitional language to signal contrast, addition, and logical relationships</p>
<p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p> <ul style="list-style-type: none"> <li>○ Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	
<p><i>What tools can be used to determine knowledge of unknown vocabulary?</i></p>	



## Reading Foundational

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.
- Reading is done with purpose and understanding.
- Reading is expressive.

*How can a person comprehend reading?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Foundational

RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.

RF.5.3 I can read multi-syllable words.

RF.5.4 I can read stories and poems aloud clearly and at a steady pace.

RF.5.4 I can correct mistakes I make or reread for clarification when I read.

RF.5.4a I can read grade-level text with purpose and understanding

RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p><b>Speaking &amp; Listening</b></p> <p><i>How does a person convey knowledge or persuade others to understand/accept their opinion?</i></p> <ul style="list-style-type: none"> <li>○ Media is used to enhance or support presentations or opinions.</li> <li>○ Opinions are supported by evidence and interesting anecdotes.</li> </ul> <p><i>Opinions are supported by evidence and interesting anecdotes.</i></p> <ul style="list-style-type: none"> <li>○ Presentations are interesting, engaging, and understandable.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.5.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.5.1 I can build on the ideas of others in a discussion.</p> <p>SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.</p> <p>SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.</p> <p>SL.5.1 I can follow established rules for class discussions.</p> <p>SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.</p> <p>SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.</p> <p>SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.5.2 I can summarize a written text read aloud to me.</p> <p>SL.5.2 I can summarize information presented visually, such as a photograph or video.</p> <p>SL.5.2 I can summarize information presented orally, such as a speech or conversation.</p> <p>SL.5.2 I can summarize information presented in a graph, chart, or similar format.</p> <p>SL.5.3 I can describe a speaker’s argument and list specific claims he or she makes.</p> <p>SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.</p> <p>SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.</p> <p>SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>SL.5.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.</p> <p>SL.5.6 I can use formal English when necessary.</p>
<p><b>Writing</b></p>	<p><b>Writing</b></p>

<p><b>Academic Vocabulary</b> Tier III <i>Prerequisite:</i> Challenges, characters, compare, contrast, details, events, inferences, poem, story, text, theme, chapters, figurative language, metaphors, narrator, narrator phrases, phrases, point of view, scenes, similes, stanzas, structure, words, comprehend, drama, independently, literature, poetry, proficiently, stories.</p> <p><i>New:</i> Drama, explicit, interact, quote, setting, specific details, summarize, drama, speaker, text complexity.</p>	<p><b>Student Vocabulary</b> <i>New:</i> Drama, explicit, interact, quote, setting, specific details, summarize, drama, speaker, text complexity.</p> <p>Tier II <i>Rich Vocabulary</i> (Will vary depending on resource (Trade/Text book) book used in class).</p>
<p><b>Phonics/Phonemic Awareness</b> The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <b>Rebecca Sitton Word Study/Spelling Treasures Series- McGraw-Hill Grammar Practice Book</b></p>	<p><b>Fluency/Grammar</b> The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>Treasures Series-McGraw-Hill Grammar Practice Book</b></p>
<p><b>Assessments</b></p>	
<p><b>Formative</b> (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )</p> <p><b>Common Formative</b> (This should be a <u>common assessment across the grade level</u> to promote professional learning community's conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b> (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.) <b>Rebecca Sitton Word Study/Spelling Units 16-18.</b></p>

<p><b>Lesson Sequence</b> (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b> <b>Spelling Source Book Series 2002 Edition</b> <b>Treasures Reading Series McGraw-Hill Grade 5</b></p>
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**Unit Summary**

**The learner will utilize key ideas and details when reading Informational Text.**

Students will practice quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students will need to practice summarizing informational texts, even if they are already skilled at summarizing literature. Students will practice explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will learn and practice reading and identifying the similarities and differences of the most common non-fiction text structures. Students need to realize that multiple accounts of the same events or topic will vary based on the point of view represented in the piece. Students will practice integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably. **By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**

Title of Unit	Subject Area
Reading Informational text-Writing Project	Reading

**Common Core State Standards****Reading Informational Text**

Anchor Standard: **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**GOAL: RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## Reading Literature

## Language

**L.5.1d:** Recognize and correct inappropriate shifts in verb tense.

**L.5.2d:** Use underlining, quotation marks, or italics to indicate titles of works.

**L.5.2:** Spell grade-appropriate words correctly, consulting references as needed.

**L.5.4:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**L.5.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Reading Foundational**

**RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4a:** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.5.4b:** Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.5.4c:** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking & Listening**

**SL.5.1a:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1b:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1c:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Essential Questions-Student Targets**

**I Can statements**

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Reading Informational Text	Reading Informational Text
<p><i>How are main ideas determined?</i></p> <ul style="list-style-type: none"> <li>○ Main ideas are the topic of the text with key details providing support.</li> </ul> <p><i>What evidence (details) from the text supports the thinking and establishes the relationships between individuals, events, ideas, or concepts?</i></p> <ul style="list-style-type: none"> <li>○ Evidence from the text may be explicit or inferred.</li> <li>○ Specific information in a text is used to explain the relationships or interactions between two or more individuals, events, ideas, or concepts.</li> </ul> <p><i>What is required to summarize a text?</i></p> <ul style="list-style-type: none"> <li>○ Summary is the framework of the text that includes the most important details or ideas</li> </ul> <p><i>How does a person find or identify information that supports an answer or assists in solving a problem?</i></p> <ul style="list-style-type: none"> <li>○ Information from multiple sources can answer questions or assist in solving a problem.</li> </ul>	<p>RI.5.1 I can locate and quote language in the text when explaining what the text says.</p> <p>RI.5.1 I can understand and describe what the text implies, or hints at.</p> <p>RI.5.2 I can determine two or more main ideas of a text and describe how they are supported by key details.</p> <p>RI.5.2 I can summarize what the text says.</p> <p>RI.5.3 I can describe how individuals, ideas, and events within a historical, scientific, or technical text are connected.</p> <p>RI.5.5 I can describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution.</p> <p>RI.5.5 I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.9 I can write or speak about a topic accurately after reading several texts on the topic.</p>

Reading Language Text	Reading Language Text
<p><i>How do writers and speakers express meaningful ideas clearly?</i></p>	<p>L.5.1d I can recognize and correct inappropriate shifts in verb tense.</p>
<ul style="list-style-type: none"> <li>• A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling</li> <li>• Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form).</li> </ul>	<p>L.5.2d I can accurately use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3a I can expand, combine, and reduce sentences to change their style.</p> <p>L.5.3b I can compare and contrast English dialects, registers, etc. L.5.4a I can determine the meaning of a word or phrase by examining context clues.</p>
<p><i>How can a reader or listener determine or clarify the meaning of unknown and multiple meaning words and phrases?</i></p>	<p>L.5.4b I can provide definitions for common Greek or Latin roots and affixes.</p>
<ul style="list-style-type: none"> <li>• An informed reader or listener can determine or clarify the meaning of unknown and multiple meaning words and phrases words using a variety of techniques, including using context clues, and consulting general and specialized reference materials.</li> </ul>	<p>L.5.4b I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words.</p>
<p><i>How does understanding affix or the root of a word help readers determine a word's meaning?</i></p>	<p>L.5.4c I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<ul style="list-style-type: none"> <li>• Understanding prefixes and affixes helps the reader figure out unknown words.</li> </ul>	<p>L.5.4c I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material.</p>
<p><i>How does vocabulary knowledge increase success in understanding text? What tools can be used to determine knowledge of unknown vocabulary?</i></p>	
<ul style="list-style-type: none"> <li>• Vocabulary knowledge is critical to success; there are a variety of tools that can be used to determine knowledge of unknown vocabulary.</li> </ul>	



## Reading Foundational

*How can a person decode a word?*

- Combining different word and word parts creates new words.
- Letters and their patterns create sound combinations.
- Phonics and word analysis skills help to decode words.
- Words and word parts have different sounds.
- Words have different sounds.

*How can a person be a fluent and accurate reader?*

- Readers use the context to confirm or self-correct their recognition and understanding of words/phrases in a text.
- Readers work to accurately identify and understand the words.
- Reading is done at an appropriate rate for the text.

*How can a person comprehend reading?*

- Reading is done with purpose and understanding.
- Reading is expressive.

*When should a person reread?*

- Rereading is sometimes necessary for understanding.
- Rereading is sometimes necessary to confirm or self-correct words/phrases in a text.
- Rereading is sometimes necessary to improve expression and/or pace.

## Reading Foundational

RF.5.3 I can determine the meaning of most multisyllabic words by studying their roots and affixes.

RF.5.3 I can read multi-syllable words.

RF.5.3.a I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 I can read stories and poems aloud clearly and at a steady pace.

RF.5.4 I can correct mistakes I make or reread for clarification when I read.

RF.5.4a I can read grade-level text with purpose and understanding

RF.5.4.b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.5.4.c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening	Speaking and Listening
<p><i>How does a person convey knowledge or persuade others to understand/accept their opinion?</i></p> <ul style="list-style-type: none"> <li>• Media is used to enhance or support presentations or opinions.</li> <li>• Opinions are supported by evidence and interesting anecdotes.</li> </ul>	<p>SL.5.1 I can effectively participate in one-on-one, group, and teacher-led discussions.</p> <p>SL.5.1 I can discuss my own ideas clearly in a discussion.</p> <p>SL.5.1 I can build on the ideas of others in a discussion.</p> <p>SL.5.1 I can prepare for discussions by reading and studying required materials beforehand.</p> <p>SL.5.1 I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic.</p> <p>SL.5.1 I can follow established rules for class discussions.</p> <p>SL.5.1 I can participate in conversations by posing and responding to questions and contributing relevant comments.</p> <p>SL.5.1 I can paraphrase key ideas presented in a discussion or group activity.</p> <p>SL.5.1 I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.5.2 I can summarize a written text read aloud to me.</p> <p>SL.5.2 I can summarize information presented visually, such as a photograph or video.</p> <p>SL.5.2 I can summarize information presented orally, such as a speech or conversation.</p> <p>SL.5.2 I can summarize information presented in a graph, chart, or similar format.</p> <p>SL.5.3 I can describe a speaker’s argument and list specific claims he or she makes.</p> <p>SL.5.3 I can explain how each claim a speaker makes is supported by reasons and evidence.</p> <p>SL.5.4 I can report on a topic or text or present an opinion while keeping the ideas in logical order.</p> <p>SL.5.4 I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>SL.5.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.5.5 I can include multimedia and visual components with my presentations.</p> <p>SL.5.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.5.6 I can adapt how I speak according to what is best for my purpose and my audience.</p> <p>SL.5.6 I can use formal English when necessary.</p>
<p><i>How does a person educate or teach (share) others about what they know?</i></p> <ul style="list-style-type: none"> <li>• Presentations are interesting, engaging, and understandable.</li> </ul>	

<p><b>Academic Vocabulary</b> Tier III <i>Prerequisite:</i> Concepts, events, ideas, key details, main ideas, relationships, specific information, technical text, text, cause/effect, chronological, compare, concepts, contrast, differences, domain specific words, information, meaning, phrases, point of view, problem, similarities, solution, structure, author, digital sources, evidence, information, reasons, subjects, texts, topic, History/Social Studies text, informational texts, science texts, affixes, comparison, context, figurative language, glossaries, key words, metaphors, pronunciation, reference materials, relationships, roots, similes, synonyms, grade level phonics, letter sound correspondence, morphology, syllabication, descriptive detail, facts, formal English, opinion, presentation, relevant, situation, speech, tasks, theme</p> <p><i>New:</i> Historical text, scientific text, account, general academic words, topic or subject area, point of text, print, informational text, independent, proficient, text complexity, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning, proverbs, signal addition, signal contrast, thesauruses, decoding, morphology, multisyllabic words, syllabication patterns, word analysis, formal English, main idea, opinion, presentation, relevant descriptive detail, speech, topic, visual displays</p>	<p><b>Student Vocabulary</b> New: Historical text, scientific text, account, general academic words, topic or subject area, point of text, print, informational text, independent, proficient, text complexity, adages, antonyms, comparison, dictionaries, homographs, idioms, precise meaning, proverbs, signal addition, signal contrast, thesauruses, decoding, morphology, multisyllabic words, syllabication patterns, word analysis, formal English, main idea, opinion, presentation, relevant descriptive detail, speech, topic, visual displays</p> <p>Tier II Rich Vocabulary (Will vary depending on resource (Trade book) used in class).</p>
<p><b>Phonics/Phonemic Awareness</b> The learner will demonstrate increasing awareness and competence in the areas of phonics and word recognition. The learner will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Fluency/Grammar</b> The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><b>Assessments</b></p>	

<p><b>Formative</b>        (These would be <u>daily</u> checks for student understanding of the skill taught. This would drive further instruction. This would determine small groups and/or whole group re-teaching. )</p> <p><b>Common Formative</b>        (This should be a <u>common assessment across the grade level</u> to promote professional learning community’s conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p><b>Summative</b>        (These are the common end of skill assessments. i.e. Skills Tests, Unit Tests, story comprehension tests, etc.)</p> <p><b>Rebecca Sitton Word Study/ Spelling Units 25-30</b></p>
<p><b>Lesson Sequence</b>        (This is where we would attach our Madeline Hunter lesson plans organized according to skill, not basal units and weeks. Use Academic Vocabulary to organize label lessons. For example: Main Idea &amp; Details, not Basal Unit 2 Week 4.)</p>	<p><b>Resources</b>        Spelling Source Book Series 2002        Treasures Reading Series McGraw-Hill Grade 5</p>