

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 5

Textbook(s)/Instructional Materials Used:

- Houghton Mifflin Reading: *Expeditions* (Level 5); ISBN 978-0-618-61942-9: Houghton Mifflin
- Selections from guided reading resource collection

Dates: August – October

Unit Plan: Marking Period 1

Stage 1 – Desired Results

PA Core State Assessments/Standards:

1.1 Foundational Skills

CC.1.1.5.D: 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 to read accurately unfamiliar multi-syllabic words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

CC.1.4.5.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q: Write with an awareness of styles.

Use sentences of varying length.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.1.4.5.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Understanding(s):

Students will understand:

1.1 Foundational Skills:

1. How to use grade level phonics and analysis skills to read unfamiliar multi-syllabic words.
2. How to read with accuracy and fluency to support comprehension.

1.2 Reading Informational Text:

1. There are relationships between people, events, or ideas in informational text.
2. How to use text structure to interpret information from informational texts.
3. How to apply vocabulary appropriately during discussion.
4. That context clues can help determine and clarify meaning of unfamiliar vocabulary.
5. There are skills and strategies to help read and comprehend informational grade level text independently

Essential Question(s):

Foundational Skills

Essential Questions:

- How does knowing the meaning of affixes help you understand the meaning of a word?
- How do readers read unfamiliar words?
- What skills do readers need to effectively read independently?
- What skills do readers need to effectively read and comprehend informational texts independently?

Reading Informational Text

Essential Questions:

- How do individuals, events, ideas, and concepts within a text compare?
- How does text structure contribute to a reader's understanding of an informational text?
- What are the benefits of using academic language during discussion of informational text?

1.3 Reading Literature:

1. Comparisons can be made between characters, settings, or events in a piece of literature.
2. How to compare themes, topics, and other literary elements of literature within the same genre.
3. That context clues can help to determine and clarify meaning of unfamiliar vocabulary.
4. How to appropriately use vocabulary from literature during class discussion.
5. There are skills and strategies to help read and comprehend grade level literature independently.

1.4 Writing:

1. Narrative writing can be about a real or imagined event.
2. A situation and characters need to be created and introduced to the reader.
3. There are a variety of narrative techniques a writer can use when developing the characters experiences and events.
4. Transitions need to be used to ensure the events unfold in a natural sequence.
5. The conclusion needs to follow the events and experiences in the piece.
6. Writing style helps with interest and comprehension.
7. The accurate application of conventions is important when writing a narrative piece.

1.5 Speaking and Listening:

1. That effective discussion consists of speaking clearly and listening.
2. Information presented in various methods can be summarized.
3. That the rate at which we speak differs depending on the situation/setting.
4. The importance of using conventions when speaking.

- What strategies can readers use to determine the meaning of unknown and multiple-meaning words?

Reading Literature

Essential Questions:

- What are some similarities and differences between multiple points-of-view regarding the same topic or event?
- What are similarities and differences between characters, setting, and plot in drama and literature?
- How do themes, topics, and literary elements from texts within the same genre compare?
- What strategies can readers use to determine the meaning of unknown and multiple-meaning words?
- What are the benefits of using academic language during discussion of literature?
- What skills do readers need to effectively read and comprehend literature independently?

Writing

Essential Questions:

- What is the purpose of narrative writing, and how can writers share their story clearly?
- In narrative writing, how can I establish characters, setting, plot, and conflict?
- What strategies would help a writer to *show* not *tell* about a character's experiences in a story?
- How do good writers transition from one story event to another smoothly?
- How do good writers demonstrate awareness of style in their writing?
- In narrative writing, how can I effectively evaluate and refine my writing?
- What strengthens and makes written responses to literature more effective?
- Why is peer and adult collaboration beneficial to the writing process?
- How can using technology enhance the writing experience?
- When is it important to revisit and practice the writing process?

Speaking & Listening

Essential Questions:

- How can I effectively and appropriately contribute to a collaborative discussion?
- What should I critically listen for in order to accurately summarize a read aloud?
- Why should I adapt my language in different situations?
- How do I demonstrate grade-appropriate conventions in my oral communication?

Learning Objectives:

Students will know and be able to...

1.1 Foundational Skills:

- Use grade level phonics and word analysis skills to read unfamiliar multisyllabic words
- Read accurately and fluently to support comprehension

1.2 Reading Informational Text:

- Explain relationships between people, events or ideas in informational texts
- Use text structures to interpret information from informational texts
- Appropriately use vocabulary from informational texts to contribute to class discussions
- Use context clues to determine and clarify the meaning of grade level vocabulary words
- Independently read and comprehend grade level informational text

1.3 Reading Literature:

- Compare characters, settings, or events in a piece of literature
- Compare the themes, topics, and other literary elements of literature within the same genre
- Use context clues to determine and clarify the meaning of grade level vocabulary words
- Appropriately use vocabulary from literature to contribute to discussions of that literature
- Independently read and comprehend grade level literature

1.4 Writing:

- Write narrative writing pieces about real or imaginative events
- Introduce a situation and characters in order to orient the reader
- Use a variety of narrative techniques to convey experiences and events precisely
- Organize an event sequence that unfolds naturally with the use of transitions
- Provide a conclusion that follows from the narrated event experiences and events
- Write with an awareness of style to aid in reader/listener interest and comprehension
- Demonstrate a grade-level appropriate awareness of conventions (capitalization, usage, punctuation, spelling)

1.5 Speaking & Listening:

- Engage effectively in grade level discussions
- Summarize the main points of information presented in a variety of different methods (read aloud, multi-media presentations, etc.)
- Adapt speech to fit different situations
- Demonstrate a command of conventions while speaking

Dates: November – January

Unit Plan: Marking Period 2

Stage 1 – Desired Results**PA Core State Assessments/Standards:****1.1 Foundational Skills**

CC.1.1.5.D: 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 to read accurately unfamiliar multisyllabic words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.G: 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.

CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.3.5.G: 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).

CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

CC.1.4.5.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B: Identify and introduce the topic clearly.

CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aid in comprehension.

CC.1.4.5.E: Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.1.4.5.W: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.1.4.5.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Understanding(s):

Students will understand...

1.1 Foundational Skills:

1. How to use grade level phonics and analysis skills to read unfamiliar multi-syllabic words.
2. How to read with accuracy and fluency to support comprehension.

1.2 Reading Informational Text:

1. Informational texts consist of main ideas and key details.
2. How to identify main ideas and key details in informational text.
3. That there can be more than one account of an event presented from different points of view which require analyzing.
4. Context clues help to determine the meaning of words and phrases.
5. When writing, an author uses specific evidence to support the topic.

Essential Question(s):

Foundational Skills

Essential Questions:

- How does knowing the meaning of affixes help you understand the meaning of a word?
- How do readers read unfamiliar words?
- What skills do readers need to effectively read independently?

Reading Informational Text

Essential Questions:

- How do individuals, events, ideas, and concepts within a text compare?
- How does text structure contribute to a reader's understanding of an informational text?
- What strategies can readers use to locate specific information from a variety of sources?
- What are the benefits of using academic language during discussion of informational text?
- What strategies can readers use to determine the meaning of unknown and multiple-meaning words?
- What skills do readers need to effectively read and comprehend informational texts independently?
- How can I use key details to help me locate the main ideas and summarize the text?
- What are some similarities and differences between multiple points-of-view regarding the same topic or event?
- How do authors support their argument?

1.3 Reading Literature:

1. How to determine theme in a piece of literature.
2. How to effectively summarize text.
3. It is necessary at times to analyze multiple accounts of an event by noting similarities and differences in their points of view.
4. Text features provide an overall structure of a story.
5. Using context clues helps to determine meaning of words, phrases, and figurative language.

1.4 Writing:

1. The purpose when writing an informative piece.
2. How a writer effectively communicates stance when writing an informative piece.
3. How to develop and write an informative piece.
4. How to locate credible sources and use them to provide reasons, facts, and details.
5. That it is necessary to use transitions to link ideas and reasons.
6. There needs to be a conclusion statement or paragraph.
7. Good writing consists of sentences that vary in structure and length.
8. The accurate application of conventions is important when writing an informative piece and a short research project.
9. How to gather relevant information from print and digital resources.
10. Evidence can be pulled from literary or informational texts to support the topic.
11. Using a variety of writing strategies including planning, editing, and conferencing helps to strengthen the piece.
12. How to use technology to publish work.
13. The writing process can be used to write over longer time periods.

1.5 Speaking and Listening:

1. A speaker makes key points that can be summarized by the listener.
2. Speakers support their ideas with reasons and evidence, which should be included by the listener when giving a summary.

Reading Literature

Essential Questions:

- What is this text really about?
- How do visual and multimedia components influence a reader's comprehension of a story?
- How do themes, topics, and literary elements from texts within the same genre compare?
- How does text structure aid student comprehension?
- What clues can help inform meaning of unfamiliar words and phrases?

Writing

Essential Questions:

- What is the purpose of informational writing, and how can writers share this information clearly?
- Why is peer and adult collaboration beneficial to the writing process?
- How can using technology enhance the writing experience?
- When is it important to revisit and practice the writing process?
- In informational writing, how can I . . .
 - introduce an informational topic clearly?
 - develop information and examples related to the topic?
 - logically organize related information and ideas?
 - use my own writing style to convey my message to my reader?
 - effectively evaluate and refine my writing?

Speaking & Listening

Essential Questions:

- What should I critically listen for in order to summarize an opinionated speech?

Learning Objectives:

Students will know and be able to...

1.1 Foundational Skills:

- Use grade level phonics and word analysis skills to read unfamiliar multi-syllabic words
- Read accurately and fluently to support comprehension

1.2 Reading Informational Text:

- Determine main ideas and explain how they are supported by key details

- Use the main idea and details to summarize the text
- Analyze multiple accounts of an event by noting similarities and differences in their points of view
- Use context clues to determine the meaning of grade level words and phrases including figurative language
- Determine the evidence and reasons the author uses to support the topic

1.3 Reading Literature:

- Determine the theme and summarize a text
- Analyze multiple accounts of an event by noting similarities and differences in their points of view
- Explain how the text features fit together to provide the overall structure of a story
- Use context clues to determine the meaning of grade level words and phrases including figurative language

1.4 Writing:

- Write information pieces that clearly state ideas to examine a topic
- Introduce a topic clearly
- Use facts, definitions, concrete details, quotations, or other information to clearly present a topic
- Use illustrations and multimedia, when appropriate, to aid in comprehension of the topic
- Logically link related ideas with the use of transitions and formatting when appropriate to aid in comprehension of the topic
- Use precise language and domain-specific vocabulary
- Use sentences of varying length
- Demonstrate a grade level appropriate awareness of conventions (capitalization, usage, punctuation, spelling)
- Draw evidence from literary or informational texts to support the writing topic, while applying the grade level reading standards
- Strengthen writing using a variety of strategies including planning, editing, and conferencing
- Use technology to collaborate with others and publish work with some support and guidance
- Use the writing process to write over a long period of time but also work under necessary time constraints

1.5 Speaking & Listening:

- Summarize the points a speaker is making and explain the speaker's reasons and evidence

Dates: February – April

Unit Plan: Marking Period 3

Stage 1 – Desired Results

PA Core State Assessments/Standards:

1.1 Foundational Skills

CC.1.1.5.D: 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 to read accurately unfamiliar multi-syllabic words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.G: 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.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.3.5.G: 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).

CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

CC.1.4.5G: Write opinion pieces on topics or texts.

CC.1.4.5H: Introduce the topic and state an opinion on the topic.

CC.1.4.5I: Provide reasons that are supported by facts and details; draw from credible

sources. **CC.1.4.5J:** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5K: Write with an awareness of style.

- Use sentences of varying length.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.5T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.1.4.5W: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.1.4.5.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening

CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Understanding(s):

Students will understand...

1.1 Foundational Skills:

1. How to use grade level phonics and analysis skills to read unfamiliar multi-syllabic words.
2. How to read with accuracy and fluency to support comprehension.

1.2 Reading Informational Text:

1. Inferences should be formed and explained based on text.
2. The skill of skimming for key words to locate information and answers quickly in both print and digital sources.
3. How to integrate information from multiple texts on a single topic.

1.3 Reading Literature:

1. Inferences should be formed and explained based on text.
2. The meaning of visual and multimedia elements.
3. Visual and multimedia elements are analyzed to determine their contributions to a text.

1.4 Writing:

1. The purpose when writing an opinion piece.
2. How a writer effectively communicates stance when writing an opinion piece.
3. How to develop and write an opinion piece.
4. The importance of effectively introducing and stating an opinion on the topic.
5. How to locate credible sources and use them to provide reasons, facts, and details.
6. That it is necessary to use transitions to link opinions and reasons
7. There needs to be a conclusion statement or paragraph.
8. Good writing consists of sentences that vary in structure and length.

Essential Question(s):

Foundational Skills

Essential Questions:

- How does knowing the meaning of affixes help you understand the meaning of a word?
- How do readers read unfamiliar words?
- What skills do readers need to effectively read independently?

Reading Informational Text

Essential Questions:

- What information from the text is needed to cite evidence and make inferences?
- How does one organize, synthesize, and integrate information from various sources? (*hits standards CC.1.2.5.G and CC.1.2.5.I*)

Reading Literature

Essential Questions:

- What information from the text is needed to cite evidence and make inferences?
- How do text features, graphic elements, and effects enhance the reading experience?

Writing

Essential Questions:

- What is the purpose of opinion/argumentative writing, and how can writers effectively communicate their stance?
- In opinion/argumentative writing, how can I . . .
 - introduce an opinion/argumentative topic clearly?
 - use facts and details to support my writing and determine if a source is trustworthy?
 - logically organize related information and ideas?
 - use my own writing style to convey my message to my reader?
 - effectively evaluate and refine my writing?
- What is required in doing research?

9. The accurate application of conventions is important when writing an opinion piece and a short research project.
10. How to gather relevant information from print and digital resources.
11. Evidence can be pulled from literary or informational texts to support the topic.
12. Using a variety of writing strategies including planning, editing, and conferencing helps to strengthen the piece.
13. How to use technology to publish work.
14. The writing process can be used to write over longer time periods.

1.5 Speaking and Listening:

1. That effective discussion consists of speaking clearly and listening.
2. Information presented in various methods can be summarized.
3. That the rate at which we speak differs depending on the situation/setting.
4. The importance of using conventions when speaking.
5. A speaker makes key points that can be summarized by the listener.
6. Speakers support their ideas with reasons and evidence, which should be included by the listener when giving a summary.

- How do readers know what to believe in what they read, hear, and view?

Speaking & Listening

Essential Questions:

- How can I effectively and appropriately contribute to a collaborative discussion?
- What should I critically listen for in order to accurately summarize a read aloud?
- Why should I adapt my language in different situations?
- How do I demonstrate grade-appropriate conventions in my oral communication?
- What should I critically listen for in order to summarize an opinionated speech?

Learning Objectives:

Students will know and be able to...

1.1 Foundational Skills:

- Use grade level phonics and word analysis skills to read unfamiliar multi-syllabic words
- Read accurately and fluently to support comprehension

1.2 Reading Informational Text

- Explain and make inferences about accurately quoted text
- Locate information and answers quickly in print and digital sources
- Demonstrate understanding of a topic by integrating information from multiple texts

1.3 Reading Literature

- Explain and make inferences about accurately quoted text
- Analyze how visual and multimedia elements contribute to a text

1.4 Writing

- Write opinion pieces
- Effectively introduce and state an opinion on a topic
- Provide reasons, facts and details that are drawn from credible sources
- Logically link opinions and reasons with the use of transitions and include a conclusion statement or section
- Use sentences of varying length
- Demonstrate a grade level appropriate awareness of conventions (capitalization, usage, punctuation, spelling)
- Conduct short research projects to gain information from different viewpoints of a topic.
- Recall or gather relevant information from print and digital sources
- Summarize or paraphrase information and provide a list of sources
- Draw evidence from literary or informational texts to support the writing topic, while applying the grade level reading standards
- Strengthen writing using a variety of strategies including planning, editing, and conferencing

- Use technology to collaborate with others and publish work with some support and guidance
- Use the writing process to write over a long period of time but also work under necessary time constraints

1.5 Speaking & Listening:

- Engage effectively in grade level discussions
- Summarize the main points of information presented in a variety of different methods (read aloud, multi-media presentations, etc.)
- Adapt speech to fit different situations
- Demonstrate a command of conventions while speaking
- Summarize the points a speaker is making and explain the speaker's reasons and evidence

Dates: April - June

Unit Plan: Marking Period 4

Stage 1 – Desired Results

PA Core State Assessments/Standards:

1.1 Foundational Skills

CC.1.1.5.D: 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 to read accurately unfamiliar multi-syllabic words.

CC.1.1.5.E: Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison,

CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

CC.1.2.5.G: 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.

CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.5.A: Determine a theme of a text 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.

CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- CC.1.3.5.G: 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).
- CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

- CC.1.4.5G: Write opinion pieces on topics or texts.
- CC.1.4.5.H: Introduce the topic and state an opinion on the topic.
- CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CC.1.4.5.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.4.5.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

- CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- CC.1.5.5.B: Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- CC.1.5.5.F: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Understanding(s):

Students will understand...

1.1 Foundational Skills:

1. How to use grade level phonics and analysis skills to read unfamiliar multi-syllabic words.
2. How to read with accuracy and fluency to support comprehension.

Essential Question(s):

Foundational Skills

Essential Questions:

- How does knowing the meaning of affixes help you understand the meaning of a word?
- How do readers read unfamiliar words?
- What skills do readers need to effectively read independently?

1.2 Reading Informational Text:

1. Informational texts consist of main ideas and key details.
2. How to identify main ideas and key details in informational text.
3. That there can be more than one account of an event presented from different points of view which require analyzing.
4. Context clues help to determine the meaning of words and phrases.
5. When writing, an author uses specific evidence to support the topic.

1.3 Reading Literature:

1. How to determine theme in a piece of literature.
2. How to effectively summarize text.
3. It is necessary at times to analyze multiple accounts of an event by noting similarities and differences in their points of view.
4. Text features provide an overall structure of a story.
5. Using context clues helps to determine meaning of words, phrases, and figurative language.
6. Comparisons can be made between characters, settings, or events in a piece of literature.
7. How to compare themes, topics, and other literary elements of literature within the same genre.
8. That context clues can help to determine and clarify meaning of unfamiliar vocabulary.
9. How to appropriately use vocabulary from literature during class discussion
10. There are skills and strategies to help read and comprehend grade level literature independently.

1.4 Writing:

1. Gathering information from differing viewpoints on a topic is necessary when writing a short research project.
2. How to summarize or paraphrase information.
3. How to cite resources.

1.5 Speaking and Listening:

1. There are specific skills good speakers use when addressing a group of people.
2. When the use of multimedia elements is appropriate in presentations.

Reading Informational Text

Essential Questions:

- How can I use key details to help me locate the main ideas and summarize the text?
- What are some similarities and differences between multiple points-of-view regarding the same topic or event?
- What clues can help inform meaning of unfamiliar words and phrases?
- How do authors support their argument?

Reading Literature

Essential Questions:

- What is the text really about?
- What are some similarities and differences between multiple points-of-view regarding the same topic or event?
- How does text structure aide student comprehension?
- What clues can help inform meaning of unfamiliar words and phrases?
- What are similarities and differences between characters, setting, and plot in drama and literature?
- How do themes, topics, and literary elements from texts within the same genre compare?
- What strategies can readers use to determine the meaning of unknown and multiple-meaning words?
- What are the benefits of using academic language during discussion of literature?
- What skills do readers need to effectively read and comprehend literature independently?

Writing

Essential Questions:

- How does using a variety of sources enhance research projects?
- What are some appropriate ways to discuss other's writings in a clear and thoughtful way?

Speaking & Listening

Essential Questions:

- What components make-up a quality oral presentations?
- Why should oral presentations include multimedia components and visuals?

Learning Objectives:

Students will know and be able to...

1.1 Foundational Skills:

- Use grade level phonics and word analysis skills to read unfamiliar multi-syllabic words
- Read accurately and fluently to support comprehension

1.2 Reading Informational Text:

- Determine main ideas and explain how they are supported by key details
- Use the main idea and details to summarize the text
- Analyze multiple accounts of an event by noting similarities and differences in their points of view
- Use context clues to determine the meaning of grade level words and phrases including figurative language
- Determine the evidence and reasons the author uses to support the topic

1.3 Reading Literature:

- Determine the theme and summarize a text
- Analyze multiple accounts of an event by noting similarities and differences in their points of view
- Explain how the text features fit together to provide the overall structure of a story
- Use context clues to determine the meaning of grade level words and phrases including figurative language
- Compare characters, settings, or events in a piece of literature
- Compare the themes, topics, and other literary elements of literature within the same genre
- Use context clues to determine and clarify the meaning of grade level vocabulary words
- Appropriately use vocabulary from literature to contribute to discussions of that literature
- Independently read and comprehend grade level literature

1.4 Writing

- Conduct short research projects to gain information from different viewpoints of a topic
- Summarize or paraphrase information and provide a list of sources

1.5 Speaking and Listening

- Present an effective oral presentation
- Include multimedia elements in presentations when appropriate