

COURSE: ELA

Grade Level: Fifth Grade Reading

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Reading Comprehen- sion Nonfiction)	Review genres Read orally stories to expose children to all genres. Story map Characterization Setting, plot, rhythm, rhyme Main Ideas Author's purpose Vocabulary Compare and contrast Cause and effect QAR Guided Reading Use 5W and 1H Summarizing Paraphrasing Writing process Text feature such as headings, captions, titles, table of contents	How does this piece of literature affect me? How does this literature connect to my life? What is the author's purpose for this piece of literature? What is your inner voice saying? What is the central idea?	Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features, similes, metaphors, personification, precise and vague language Identify different perspectives (social, cultural, ethnic, historical)	Define the characteristics of different genres. Maintain a personal reading list. Identify missing information and irrelevant information. Apply corrective strategies to assist in comprehension (such as re-reading, discussion with teacher, peers or parents). Respond to literature orally and in written form. Learning strategies for comprehensive skills using graphic organizers and accomplishing a task. Use text features such as headings captions, and titles, to understand and interpret informational texts. Recognize organizational format to assist in comprehension of informational texts. Words, grammar, punctuation, word making. Answer open-ended questions. Skim material to gain an over view of content or locate specific information. Locate and use school and public library to acquire information. Use the table of contents and indexes to locate information. Read to collect and interpret data, facts and ideas from multiple sources. Identify information that is implied rather than stated. Distinguish between fact and opinion.	Vocabulary, comprehension questions from the book. Writing journal responses or oral presentations based on the (parts of speech, nouns, verbs, adjectives, adverbs), punctuation, capitalization, spelling, as necessary throughout the year.	Sept

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Reading Comprehen- sion Nonfiction	DBQ Outline Scaffolding questions Constructed responses Historical background Thesis statement Cause and effect Compare and contrast Fact vs. opinion, vs. exaggeration Understand the purpose for writing	What does this literature tell us about history? How does this piece of literature help us sort and sift information?	The student will be able to take information and place it in a well-written document using supporting information directly from the book.	Students will learn the necessary organization skills to write and research, using library, websites, newspapers, magazines and reference materials. Compare and contrast information on one topic from multiple sources.	Vocabulary, comprehension questions from the book. Writing journal responses.	Sept.

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Reading Comprehen- sion Nonfiction	DBQ Outline Characterization Main Ideas Author's purpose Vocabulary Compare and contrast Cause and Effect QAR Literacy Circles Creative writing Use 5W and 1H Summarizing Paraphrasing Draw Conclusions	How does this piece of literature affect me? How does this literature connect to my life? What is the author's purpose for this piece of literature? What is your inner voice saying? What does this literature tell us about history? How does this piece of literature help us sort and sift information?	Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.	Respond to literature orally and in written form. Learning strategies for comprehensive skills using graphic organizers. Draw the scenes from the book using their imagination. Words, grammar, punctuation, word making. Answer open-ended questions.	Vocabulary, comprehension questions from the book. Writing journal responses or oral presentations based on the book. Posters to show information.	Oct.

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Myths, legends, and tall tales	Reading Comprehension Story map Characterization Main Ideas Author's purpose Vocabulary Compare and contrast Cause and Effect QAR Literacy Circles Creative writing Use 5W and 1H Summarizing Paraphrasing Draw conclusions	How does this piece of literature affect me? How does this literature connect to my life? What is the Author's purpose for this piece of literature? What is the inner voice saying?	Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features Types of poetry: Haiku, limerick, concrete poems, cryptogram, personal poem own topics, bio poems, acrostic poems, alliteration poems.	Respond to literature orally and in written form. Learning strategies for comprehensive skills using graphic organizers. Draw the scenes from the book using their imagination in journals. Respond to the author's purpose. Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods. Realize that a story can be told in different genres—novels, poems, plays etc. Identify ways in which characters change and develop throughout a story Compare characters in literature to people in our own lives.	Vocabulary, comprehension questions from the book. Writing journal responses or oral presentations based on the book.	Nov.
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Poetry, author study	Reading Comprehension Story maps Authors purpose Scaffolding questions Constructed responses Vocabulary Literacy Circles QAR	How does this piece of literature affect me? How does this literature connect to my life? What is the author's purpose?	Types of poetry: Haiku, limerick, concrete poems, cryptogram, personal poem, own topics, biographical poems ,acrostic poems, alliteration poems. Use facial expression and gestures which enhance communication. Key elements of fiction: title author, illustrator, publisher, setting, plot characters, text features.	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning. Recognize how different authors treat similar themes. Identify different perspectives, such as social cultural, ethnic, and historical on an issue presented in one or more texts. Share reading experiences to build a relationship with peers or adults.	Vocabulary, comprehension questions from the book. Writing journal responses or oral presentations based on the book. Posters to show information.	December January

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Realistic Fiction	<p>Story map</p> <p>Characterization</p> <p>Main ideas</p> <p>Author's purpose</p> <p>Vocabulary</p> <p>Compare and contrast</p> <p>Cause and Effect</p> <p>QAR</p> <p>Literacy Circles</p> <p>Creative writing</p> <p>Use 5W and 1H</p> <p>Summarizing</p> <p>Paraphrasing</p>	<p>How does this piece of literature affect me?</p> <p>How does this literature connect to my life?</p> <p>What is the author's purpose for this piece of literature?</p> <p>What is your inner voice saying.</p>	<p>Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.</p> <p>Learn about writing styles and techniques of authors.</p>	<p>Respond to literature orally and in written form.</p> <p>Learning strategies for comprehensive skills using graphic organizers.</p> <p>Draw the scenes from the book using their imagination.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p>	Feb.
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Science Fiction/ Fantasy Picture book project	<p>DBQ Outline</p> <p>Scaffolding questions</p> <p>Constructed responses</p> <p>Historical Background</p> <p>Thesis statement</p> <p>Cause and effect</p> <p>Compare and contrast</p> <p>Literacy Circles</p>	<p>What does this literature tell us about history?</p> <p>How does this piece of literature help us sort and sift information?</p>	<p>The student will be able to take information and place it in a well-written document using supporting information directly from the book.</p>	<p>Students will learn the necessary organizational skills to write and research.</p> <p>Respond to literature orally and in written form.</p> <p>Draw the scenes from the book using imagination.</p> <p>Learning strategies from comprehension.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p> <p>Write a nonfiction book for a lower level of comprehension</p> <p>Mississippi River project.</p>	Mar.

<p>Reading Comprehension</p> <p>Fiction</p> <p>Bull Run(Y)</p> <p>Shades of Gray</p> <p>Forty Acres and a Mule</p> <p>(Others as we continue our investigation of National Geographic and Scholastic)</p>	<p>Story map</p> <p>Characterization</p> <p>Main ideas</p> <p>Author's purpose</p> <p>Vocabulary</p> <p>Compare and contrast</p> <p>Cause and Effect</p> <p>QAR</p> <p>Literacy Circles</p> <p>Creative writing</p> <p>Use 5W and 1H</p> <p>Summarizing</p> <p>Paraphrasing</p>	<p>How does this piece of literature affect me?</p> <p>How does this literature connect to my life?</p> <p>What is the author's purpose for this piece of literature?</p> <p>What is your inner voice saying?</p>	<p>Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.</p>	<p>Respond to literature orally and in written form.</p> <p>Learning strategies for comprehensive skills using graphic organizers.</p> <p>Draw the scenes from the book using their imagination.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p>	<p>Apr.</p>
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<p>Reading Comprehension</p> <p>Nonfiction</p> <p>Ghosts of the Civil War</p> <p>Pink and Say</p> <p>If you Lived...</p> <p>Underground Railroad</p> <p>(Others as we continue our investigation of National Geographic and Scholastic)</p> <p>Textbooks</p>	<p>DBQ Outline</p> <p>Scaffolding questions</p> <p>Constructed responses</p> <p>Historical Background</p> <p>Thesis statement</p> <p>Cause and effect</p> <p>Compare and contrast</p> <p>Connectors</p>	<p>What does this literature tell us about history?</p> <p>How does this piece of literature help us sort and sift information?</p>	<p>The student will be able to take information and place it in a well-written document using supporting information directly from the book.</p>	<p>Students will learn the necessary organizational skills to write and research.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p> <p>Posters to show information.</p>	<p>Apr.</p>

<p>Reading Comprehension</p> <p>Fiction</p> <p>Holes</p> <p>Snow</p> <p>Treasure (R)</p> <p>The Lion, the Witch, and the Wardrobe</p> <p>(Others as we continue our investigation of National Geographic and Scholastic)</p>	<p>Story map</p> <p>Characterization</p> <p>Main ideas</p> <p>Author's purpose</p> <p>Vocabulary</p> <p>Compare and contrast</p> <p>Cause and Effect</p> <p>QAR</p> <p>Literacy Circles</p> <p>Creative writing</p> <p>Use 5W and 1H</p> <p>Summarizing</p> <p>Paraphrasing</p>	<p>How does this piece of literature affect me?</p> <p>How does this literature connect to my life?</p> <p>What is the author's purpose for this piece of literature?</p> <p>What is your inner voice saying?</p>	<p>Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.</p>	<p>Respond to literature orally and in written form.</p> <p>Learning strategies for comprehensive skills using graphic organizers.</p> <p>Draw the scenes from the book using their imagination.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p>	<p>May</p>
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<p>Reading Comprehension</p> <p>Nonfiction</p> <p>National Parks State Books</p> <p>(Others as we continue our investigation of National Geographic and Scholastic)</p> <p>Textbooks</p>	<p>DBQ Outline</p> <p>Scaffolding questions</p> <p>Constructed responses</p> <p>Historical Background</p> <p>Thesis statement</p> <p>Cause and effect</p> <p>Compare and contrast</p>	<p>How does this piece of literature affect me?</p> <p>How does this literature connect to my life?</p> <p>What is the author's purpose for this piece of literature?</p> <p>What is your inner voice saying?</p>	<p>Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.</p>	<p>Respond to literature orally and in written form.</p> <p>Learning strategies for comprehensive skills using graphic organizers.</p> <p>Draw the scenes from the book using their imagination.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p>	<p>May</p>

<p>Reading Comprehension</p> <p>Fiction</p> <p>Sadako and the Thousand Paper Cranes</p> <p>(Others as we continue our investigation of National Geographic and Scholastic) Textbooks</p>	<p>Story map</p> <p>Characterization</p> <p>Main ideas</p> <p>Author's purpose</p> <p>Vocabulary</p> <p>Compare and contrast</p> <p>Cause and Effect</p> <p>QAR</p> <p>Literacy Circles</p> <p>Creative writing</p> <p>Use 5W and 1H</p> <p>Summarizing</p> <p>Paraphrasing</p>	<p>How does this piece of literature affect me?</p> <p>How does this literature connect to my life?</p> <p>What is the author's purpose for this piece of literature?</p> <p>What is your inner voice saying?</p>	<p>. Key elements of fiction: title, author, illustrator, publisher, setting, plot, characters, text features.</p>	<p>Respond to literature orally and in written form.</p> <p>Learning strategies for comprehensive skills using graphic organizers.</p> <p>Draw the scenes from the book using their imagination.</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p>	<p>June</p>
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<p>Reading Comprehension</p> <p>Nonfiction</p> <p>They Walked the Earth</p> <p>Ghosts of the 2th Century (Others as we continue our investigation of National Geographic and Scholastic) Textbooks</p>	<p>DBQ Outline</p> <p>Scaffolding questions</p> <p>Constructed responses</p> <p>Historical Background</p> <p>Thesis statement</p> <p>Cause and effect</p> <p>Compare and contrast</p> <p>Connectors</p>	<p>What does this literature tell us about history?</p> <p>How does this piece of literature help us sort and sift information?</p>	<p>The student will be able to take information and place it in a well-written document using supporting information directly from the book.</p>	<p>Students will learn the necessary organizational skills to write and research</p>	<p>Vocabulary, comprehension questions from the book.</p> <p>Writing journal responses or oral presentations based on the book.</p> <p>Posters to show information.</p>	<p>June</p>
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COURSE: (added to original from here)

Grade Level: 5

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
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Living Systems	From single cells to body systems	What are cells and what do they do? How do body systems transport materials? How do bones, muscles and nerves work together?	Cells are the basic units of all living things. Groups of cells with the same function interact as tissues, groups of tissues interact as organs, and groups of organs interact as body systems.	TTQA Use graphic organizers. Label charts to organize information. Investigate cell organisms through microslide use. Interpret data from picture captions, timelines, and diagrams. Participate in guided reading activities for understanding. Vocabulary games.	TTQA Illustrations Science DBQ Unit test	September
	Classifying living things	How do scientists classify living things? How are animals classified? How are plants classified?	One way scientists classify living things is by basic body structures-backbones for animals, and transport tubes for plants.	TTQA Use graphic organizers. Label charts to organize information. Investigate cell organisms through microslide use. Interpret data from picture captions, timelines, and diagrams. Participate in guided reading activities for understanding Vocabulary games.	TTQA Illustrations Science DBQ Unit test	
	Animal Growth and Heredity	How do animals grow and reproduce? What is a life cycle? Why are offspring like their parents?	Animals grow and reproduce as a result of cell division. Structures called chromosomes within cells control all life processes, including the inheritance of characteristics.	TTQA Use graphic organizers. Label charts to organize information. Investigate cell organisms through microslide use. Interpret data from picture captions, timelines, and diagrams. Participate in guided reading activities for understanding Vocabulary games.	TTQA Illustrations Science DBQ Unit test	
	Plants and their adaptations	What are the functions of roots, stems, and leaves? How do plants reproduce? How do people use plants?	Plants have a variety of structures. These structures interact to help plants carry out life processes, such as reproduction. Some plants reproduce using spores while others reproduce using seeds.	TTQA Use graphic organizers. Label charts to organize information. Investigate cell organisms through microslide use. Interpret data from picture captions, timelines, and diagrams. Participate in guided reading activities for understanding Vocabulary games	Illustrations Science DBQ Unit test	

