

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Reading Strategies and Writing Process
Tech steps: *Talk to a Topic*

Grade Level: 5

Grading Period: 1st Six Weeks

Enduring understanding: Good readers and writers use a variety of strategies to read, write and speak effectively.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Reading Strategies Suggested Readings: A variety of genres and authors to teach the reading strategies. Readings should be springboards for grammar and writing models. Reading Vocabulary	I can use specific strategies to help me to understand text. I can discriminate between the types and the purposes of literary pieces. I can analyze models of literature. I can summarize information and succinctly express myself orally and by creating a multimedia product. I can learn new words and use them	5.1.01 5.1.02 5.1.03 5.1.05 5.1.06 5.1.07 5.1.08 5.1.09 5.1.10 5.1.11 5.1.12 5.1.13 5.1.14 5.1.15	What can I do when I don't understand what I read? What are the types of connections to the text, and why are they important? How do graphic organizers support me during reading? How do I question the text? How can I use PowerPoint and Word to help me express myself? How can I make good book choices?	*Visualize *Make Connections *Question *Infer *Evaluate *Analyze *Recall *Monitor from <i>Best Practices</i> Author's purpose Genre Theme Character Setting Point of View Main Idea Table of contents Index Glossary	Conferences Observation checklist, rubrics Reading Response notebook or journal Acuity benchmarks with accompanying resources Projects Selection tests Discussions Retellings	Tech steps: <i>Talk to a Topic</i> to teach PowerPoint and Microsoft Word (suggested : other possible time frames: 4 th six weeks Persuasive or 6 th 6 weeks Drama & Poetry) Digital and on-line resources accompanying the text WVDE Instructional Guides Teach 21 Strategy Bank

<p>should be pulled from the literature.</p>	<p>in reading and writing.</p> <p>I can identify and use parts of a book and text features.</p>		<p>How can I learn new words and use them in reading and writing?</p> <p>How can knowing parts of a book help me to understand text?</p>	<p>Illustration Caption</p>	<p>Graphic organizers</p> <p>Accelerated Reader (STAR)</p>	<p>Analyze models of strong and weak examples of student work.</p> <p>Make foldables or other manipulatives to illustrate examples and characteristics of each type of literature or strategy.</p>
<p>Writing Forms and Strategies</p> <p>Suggested writings should spring from the literature and reflect the grammar and convention lessons.</p>	<p>I can use the writing process to express myself with a variety of products by creating writing pieces that exemplify the four types of writing: descriptive (poem, various descriptions, etc) narrative, (personal narrative, memoir etc.) persuasive, (advertisement, brochure, Tech steps, etc.) informational (PowerPoint presentation, research article, etc.)</p> <p>I can use a graphic organizer to help me to organize and write a product.</p> <p>I can write for a specific purpose.</p>	<p>5.2.01 5.2.02 5.2.03 5.2.04 5.2.05 5.2.08</p>	<p>How can I make certain my writing has organization, development, sentence structure, correct word usage and correct grammar?</p> <p>What are the defining characteristics of each of the four types of writing?</p> <p>How can I summarize information and create and narrate a PowerPoint presentation?</p> <p>How do I arrange my thoughts and ideas into graphic representations to plan and write a product?</p>	<p>Writing Process Pre-write Draft Edit Revise Publish Narrative Expository/Informative Persuasive Descriptive PowerPoint Friendly Letter Business Letter</p>	<p>Formative assessment with focused feedback</p> <p>Portfolio</p> <p>Daily Grammar</p> <p>Word of the day</p>	<p>Utilize anchor charts or word walls for vocabulary and model lessons.</p> <p>Interactive read aloud</p> <p>Writing Roadmap 2</p> <p>Using Microsoft Word to check readability, and then challenge writers to increase readability by choosing multisyllabic and more vivid words.</p> <p>Mini-lessons in choosing a topic, author's purpose, developing a topic,</p>

						providing support
Grammar and Conventions	<p>I can write various types of sentences and use transitions.</p> <p>I can use vivid and precise words.</p> <p>I can write a thesis statement.</p> <p>I can create and narrate a speech using PowerPoint.</p> <p>I can use spelling rules to improve my writing.</p> <p>I can use effective oral communication skills.</p>	<p>5.1.01</p> <p>5.1.02</p> <p>5.1.03</p> <p>5.3.01</p> <p>5.3.03</p> <p>5.3.04</p>	<p>How do I use the conventions of punctuation to compose grammatically correct simple and compound sentences?</p> <p>How do I demonstrate capitalization, spelling, and punctuation rules in my writing?</p> <p>How do I write a thesis sentence?</p> <p>How do I respond to writing and write a journal entry?</p> <p>How do I arrange my thoughts and ideas into graphic representations to plan and write a product?</p> <p>How do I orally communicate effectively?</p>	<p>Thesis Statement</p> <p>Transitions</p> <p>Simple Sentences</p> <p>Compound Sentences</p> <p>Phrase</p> <p>Clause</p> <p>Appositive</p> <p>Run-on Sentence</p> <p>Fragment</p> <p>Declarative</p> <p>Exclamatory</p> <p>Imperative</p> <p>Interrogative</p>		
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.</p>						

Suggestions: Daily Oral Language, University of Kansas Sentence Writing Strategies: *Fundamentals*, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

Use primary source documents, for example Preamble to Constitution, Bill of Rights, Declaration of Independence, Mayflower Compact, for reading strategy lessons (main idea, sequencing, making connections).

Suggested Readings: Lexile=L (related to strategies or writing forms) *Hot and Cold Summer*, Hurwitz, *Across the Wide Dark Sea*, Van Leeuwen, *Pandora's Box*, Rockville, *Seeing Earth From Space*, Lauber, *Summer of Fire*, Lauber, *Smoke Jumper*, Koch

Social Studies related stories: *Across the Wide, Dark Sea*, *What's the Big Idea*, *Ben Franklin*, *The Many Lives of Benjamin Franklin*, and *Lewis and Clark*

Leveled Readers: Below Level: *My Surprise Vacation With Lewis and Clark*, *The Stowaway*, *Wise Ben*. **On Level:** *Downstream Crossing*, *A Home for the President*, *The Great Franklin Debate*, *Tisquantum and the Pilgrims*. **Advanced Level:** *Mayflower Surprise*

Related Literature Titles: National Geographic Reading Expeditions: Voices From America's Past: *The Spirit of a New Nation* 600L, *Colonial Life: The Adventures of Benjamin Wilcox* 580L

Social Studies Connection: Jointly plan reading language arts and social studies so that assignments reinforce concepts. Collaborate with social studies teacher to choose literature selections which incorporate Social Studies topics and Social Studies assignments that reinforce the reading language arts concepts being taught. Use picture books and interactive read aloud as activating strategies.

Read aloud from a historic fiction novel about Colonists, Revolutionary War, Constitution, Bill of Rights for example. Examine primary source documents. Read biographies of early leaders in US history.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines.

Teach text features such as maps, charts, visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes, predicting. See Teach 21 Strategy Bank website and *LFS Strategies* for examples of strategies and graphic organizers.

Tiered Instruction:**Tier 1** -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads**Tier 2** -Use Readers Notebook for guided practice**Tier 3** -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: Reading and Writing Descriptive Text**

Grade Level: 5**Grading Period: 2nd Six Weeks**

Enduring understanding: Effective readers, writers, and presenters of narrative fiction and non-fiction recognize, understand, and apply purposes and strategies characteristic of descriptive writing.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO Power Standard	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Reading Strategies Suggested readings: narratives, fiction,	I can use visualizing, questioning, inferring to make mental pictures of the text. I can develop independence in	5.1.01 5.1.02 5.1.03 5.1.04 5.1.05 5.1.06 5.1.07	How can I use visualizing to clarify what I read? What kinds of questions do I ask before, during, and after reading?	Visualize Question Inference Sequence Sensory Details Mood Voice	Use strategies such as Previewing, KWL, INSERT (Interactive Notating System for Effective	Digital and Online resources accompanying the text WVDE Instructional Resources

<p>nonfiction, poetry, picture books, wordless books</p> <p>Reading Vocabulary should be pulled from the literature.</p>	<p>reading by making connections while reading a wide variety of literature.</p> <p>I can use denotation to understand new words.</p>	<p>5.1.08 5.1.09 5.1.10 5.1.11 5.1.12 5.1.13 5.1.15</p>	<p>How do I read between the lines?</p> <p>How can I change text into "mind pictures?"</p> <p>Why is it important to understand/define unknown words?</p>	<p>Fluency Connotations Denotations</p>	<p>Reading and Thinking by Dr. Forget) to question text</p> <p>Completed graphic organizer</p> <p>Selection tests</p> <p>Formative assessment with focused feedback</p> <p>THIEVES (Title, Heading, Illustrations, Every first sentence, Visual and Vocabulary, Every last sentence, Summary) to preview a book, chapter, or selection</p>	<p>Teach 21 Strategy Bank</p> <p>Acuity instructional resources</p> <p>Interactive Read Aloud: Use a wordless book such as <i>Barefoot, Escape on the Underground Railroad</i> by Edwards to teach mood, theme, setting, characters, plot, sequence of events, or to write dialogue.</p> <p>Writing Roadmap 2</p> <p>Use <i>Inspiration</i> to develop a graphic organizer to develop ideas for writing.</p> <p>Use <i>Moviemaker, PowerPoint, Photo story 2</i> or other software to create images to illustrate students' written descriptions and present to the class.</p>
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<p>Writing Forms and Strategies</p> <p>Emphasis on teaching the form and technique of descriptive writing.</p> <p>Suggested writings should spring from the literature and reflect the grammar and convention lessons.</p>	<p>I can compose an effective thesis statement for a descriptive essay.</p> <p>I can compose a descriptive essay with varied sentences, transitions, vivid word choices and voice.</p>	<p>5.2.01 5.2.03 5.2.04 5.2.05 5.2.07 5.2.08</p>	<p>What does a descriptive essay sound like?</p> <p>How can I add sensory details to my writing?</p> <p>How do I develop a topic in a descriptive essay?</p> <p>How do I organize a descriptive essay so that it has a strong introduction, supporting paragraphs, transitions, and conclusion?</p> <p>What editing and revising strategies do I need to use in order to recognize and correct errors in descriptive writing?</p> <p>How can I use analogies, illustrations, and anecdotes to enhance my writing?</p>	<p>Thesis-Statement Transitions Figurative-Language Mood Writing Process Tone Volume Rate Voice</p>	<p>Conferences</p> <p>Rubrics</p> <p>Portfolio</p> <p>Projects</p> <p>Peer editing</p> <p>Formative assessment with explicit feedback is essential</p>	<p>Mini-lessons on choosing and developing a topic, thesis statement, using transitions, using illustrations and anecdotes.</p> <p>Writing activities such as RAFT (Role, Audience, Format, Topic)</p> <p>Utilize ELMO to look at examples of good writing from various sources.</p>
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Grammar and Conventions	<p>I can incorporate varied sentences, transitions, and precise word choices with an emphasis on voice, adjectives and adverbs into my writing.</p> <p>I can model effective communication skills.</p> <p>I can recognize figurative language.</p>	<p>5.1.04 5.2.05 5.2.07 5.2.08 5.3.01</p>	<p>How do I demonstrate capitalization and punctuation rules in my writing?</p> <p>How do I use grammar conventions to compose correct simple, compound, and complex sentences?</p> <p>How can I use transitions and precise words including adjectives and adverbs in my writing?</p> <p>How can I be an effective listener and speaker?</p> <p>What is figurative language?</p>	<p>Conventions Adjective Adverb Rubric Presentation Multiple-Meaning Words Simile Metaphor Personification</p>	<p>Acuity benchmarks with accompanying instructional resources</p> <p>Daily Grammar</p> <p>Word of the Day</p> <p>Daily Journal</p>	
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily Oral Language, University of Kansas Sentence Writing Strategies: *Fundamentals*, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)
Use primary source documents for reading strategy lessons (main idea, sequencing, making connections).

Suggested Readings: Lexile =L (related to strategies or writing forms) *Sees Behind Trees*, Dorris, *Sounds of Nature*, *Elena*, Stanley, *How the Moon Became Ivory*, Dyer Vuong, *Island of the Blue Dolphins*, O'Dell, *Souvenir*, Merriaih, *Everglades*, Craighead George, *Across the Wide Dark Sea*, Van Leeuwen

Related Literature Titles: National Geographic Reading Expeditions: Voices From America's Past: *Blue or Grey: A Family Divided* 520L, *The Underground Railroad* 560L

Social Studies Connection: Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate social studies topics and social studies assignments that reinforce the reading language arts concepts being taught.

Read aloud from a historic fiction novel about the Civil War, Underground Railroad, and formation of West Virginia.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines

Teach text features such as maps, charts visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes, predicting, checking for understanding.

See Teach 21 Strategy Bank website and *LFS Strategies* for examples of strategies and graphic organizers.

Tiered Instruction:

Tier 1-Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2-Use Readers Notebook for guided practice

Tier 3-Adapted reading materials, Adapted Reader's Notebook

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 3: Reading and Writing Narrative Text
Tech steps: *Write an Interactive Story*

Grade Level: 5

Grading Period: 3rd Six Weeks

Enduring understanding: Effective readers, writers, and presenters of narrative fiction and non-fiction recognize, understand, and apply purposes and strategies characteristic of narrative writing.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Reading Strategies Suggested readings: narratives, non-fiction, narrative poetry, personal narratives, memoirs, historical fiction, science fiction, mystery, short story	I can differentiate between narrative text and other texts and apply strategies to read and comprehend the text.	5.1.01 5.1.02 5.1.03 5.1.05 5.1.06 5.1.07	How can I make connections to the text, to the world, to self through reading?	Inference Narrative Literary Elements Plot Theme Setting Character Conflict Internal External Antagonist Protagonist Hero Rising/Falling Action Point of View Genre Main Idea Sequence	Summarizing	Digital and Online resources accompanying the text WVDE Instructional Guides Interactive read aloud Reader's Theater Choral Reading
	I can make connections with the text.	5.1.08 5.1.09 5.1.10 5.1.11	What strategies can I use to recall information from the text?		Graphic organizers Selection tests Journal Checklists	
	I can recall information from the text.	5.1.13 5.1.14 5.1.15	What are some ways to monitor my comprehension as I read?		Conferences and Observations	
	I can monitor my comprehension as I read.	5.3.01	How do I make inferences and why is it essential to do so?		Formative assessment with explicit feedback.	
	I can make inferences as I read.		How can I identify			

<p>Reading Vocabulary should be pulled from the literature.</p>	<p>I can analyze author's purpose and theme as I read.</p> <p>I can develop independence in reading by reading a wide variety of narrative literature.</p> <p>I can read fluently.</p> <p>I can determine the elements of literature.</p>		<p>narrative text?</p> <p>What strategies can help me develop fluency as a reader?</p> <p>What are the defining characteristics of narrative text?</p>	<p>Fluency</p>		
<p>Writing Forms and Strategies</p> <p>Emphasis on teaching the form and technique of Narrative Writing</p> <p>Suggested writing should spring from the literature and reflect the grammar and convention lessons.</p>	<p>I can construct an outline for a narrative essay.</p> <p>I can write to a specific audience and purpose.</p> <p>I can compose a narrative essay using the writing process: prewriting, drafting, revising, editing, presenting/publishing, and reflecting on my final draft.</p> <p>I can compose an effective thesis statement for a narrative essay.</p> <p>I can write a narrative for the Young Writer's</p>	<p>5.2.01 5.2.02 5.2.03 5.2.04 5.2.05 5.2.08</p>	<p>How can I use graphic organizers to create a model or outline for my narrative writing?</p> <p>How can I make sure my narrative writing is organized and has a specific purpose?</p> <p>How can I use the writing process to improve my writing?</p> <p>How do I use the writing process to develop a focused composition with supporting details and transitions?</p> <p>How can technology help me to create a story?</p>	<p>Transitions 3.5 Point Essay Voice Mood Audience Beginning, Middle, End of Composition Introduction Conclusion Body</p>	<p>Peer editing and peer review</p> <p>Daily Grammar</p> <p>Word of the Day</p> <p>Acuity benchmarks with accompanying instructional resources</p> <p>Rubrics</p>	<p>Tech Step: <i>Write an Interactive Story</i> to teach PowerPoint</p> <p>Writing Roadmap 2</p> <p>Use <i>Inspiration</i> to develop a graphic organizer to develop ideas for writing.</p> <p>Use <i>Moviemaker, PowerPoint, Photo Story 2</i> or other software to create images to illustrate students' written descriptions and present to the class.</p> <p>Use many different samples of student writings and ask</p>

	Contest. I can create an interactive story using PowerPoint and Word.					students to sort them by theme, message, author's purpose, etc.
Grammar and Conventions	<p>I can edit a draft of a narrative paper for voice, word choice, sentence fluency, conventions and presentation.</p> <p>I can speak fluently and make presentations to an audience.</p> <p>I can use correct grammar consistently including: subject/verb agreement, singular/plural nouns, verb tense and usage, pronoun usage, adjective/adverb usage.</p>	<p>5.2.01 5.2.02 5.3.03 5.2.04 5.2.05 5.2.08 5.3.01</p>	<p>How do I make sure that the subject and verb agree?</p> <p>How do I write dialogue correctly?</p> <p>How do I make sure the pronouns are used correctly?</p> <p>How do I use punctuation correctly?</p> <p>How do I effectively read or speak to an audience?</p>	<p>Subject/Verb Agreement</p> <p>Pronoun Use</p> <p>Quotations</p> <p>Dialogue</p>		
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.</p> <p>Suggestions: Daily Oral Language, University of Kansas Sentence Writing Strategies: <i>Fundamentals</i>, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank), Use primary source documents for reading strategy lessons (main idea, sequencing, making connections).</p> <p>Suggested Readings: Lexile=L (related to strategies or writing forms) <i>Yang the Third and Her Impossible Family</i>, Namioka, <i>Elena</i>, Stanley, <i>Aesop's Fables</i>, McGovern, <i>Hattie's Birthday Box</i>, Conrad, <i>Woodson</i>, Paulson, <i>Off and Running</i>, Soto, <i>Little by Little</i>, Little, <i>Satchmo's Blues</i>,</p>						

Schroeder, *The Case of the Flying Saucer People*, Soto

Social Studies related stories: *Elena, Black Frontiers*

Leveled Readers: **Below Level:** *Taming the Land*. **On Level:** *At Play on Plains and Prairies, Prairie Fire, Oregon Trail Days*, **Advanced Level:** *The Bison and People of the Plains, Inventive Americans*

Related Literature Titles: National Geographic Reading Expeditions: Voices From America's Past: *Cowboys and Cattle Drives, Missions and Ranchos, Our Journey West 630L, Our New Life in America 310L,*

National Geographic Differentiated Instruction Theme Sets: *Historical Look at Native Americans, Immigration to the United States.*

Social Studies Connection: Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature that incorporates social studies topics and Social Studies assignments that reinforce the RLA concepts being taught.

Have guest speakers from other cultures or people who have immigrated to United States of America.

Read aloud from a non-fiction or historic fiction novel about Westward Expansion, Immigration, World War I, Industrial Revolution, and Urbanization.

Link how the above factors influenced each other and the country. Make conclusions about cause/effect.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines

Teach text features such as maps, charts, visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes, predicting.

See Teach 21 Strategy Bank website and *LFS Strategies* for examples of strategies and graphic organizers.

Tiered Instruction:

Tier 1- Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2-Use Readers Notebook for guided practice

Tier 3-Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Reading and Writing Persuasive Text**

Grade Level: 5

Grading Period: 4th Six Weeks

Enduring understanding: Effective readers, writers, and presenters of fiction and non-fiction recognize, understand, and apply purposes and strategies of persuasive writing.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
<p>Reading Strategies</p> <p>Suggested readings: A variety of genres that include models of persuasive language</p> <p>Reading Vocabulary should be pulled from the literature.</p>	<p>I can read a persuasive essay and analyze author's purpose by using compare and contrast, fact/opinion and by finding evidence to support the thesis statement.</p> <p>I can develop independence in reading by making connections while reading a wide variety of literature.</p> <p>I can compare and contrast personal experiences to</p>	<p>5.1.02 5.1.03 5.1.05 5.1.06 5.1.07 5.1.08 5.1.09 5.1.10 5.1.11 5.1.15 5.3.02</p>	<p>How can I analyze author's purpose in a persuasive essay?</p> <p>How can I determine fact and opinion?</p> <p>How can I effectively compare and contrast elements while reading?</p> <p>How can I make connections and develop independence in reading?</p> <p>How can I compare/contrast personal experiences to a oral/visual prompt?</p>	<p>Audience Etiquette Format Purpose Evidence Fact/Opinion Compare/Contrast Viewpoint Opposing- Viewpoint</p>	<p>Summarizing</p> <p>Graphic organizers</p> <p>Selection tests</p> <p>Journal responses</p> <p>Formative assessment with explicit feedback</p> <p>Accelerated reader</p>	<p>Digital and Online resources accompanying the text</p> <p>WVDVE Instructional Guides Teach 21 Strategy Bank</p> <p>Interactive read aloud</p> <p>Students form "debate teams" and orally debate topics using main argument and supporting reasons.</p>

	oral/visual information. I can increase my listening, speaking, and reading vocabulary.		How can I learn new words?			
Writing Forms and Strategies Emphasis on teaching the form and technique of persuasive writing. Students use research to provide support for persuasive writing . Suggested writings should spring from the literature and reflect the grammar and convention lessons.	I can compose an effective thesis statement for a persuasive essay. I can compose a persuasive essay using the writing process. I can use transitions to convey relationships among ideas and paragraphs. I can plan, create, organize and present an age appropriate media product that demonstrates format, purpose, and audience.	5.2.01 5.2.02 5.2.03 5.2.04 5.2.07 5.2.08	How can I plan, organize and create a persuasive essay? How can I provide support and evidence to support my thesis statement in a persuasive essay? How can I use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting details paragraph(s), and concluding paragraph that incorporates specific, relevant details? How can I show relationships between paragraphs and ideas smoothly and logically?	Fact/Opinion Bias Sequence Order of-Importance Compare/Contrast	Peer editing and peer review Daily Grammar Word of the Day Acuity benchmarks with accompanying instructional resources Formative assessment using explicit feedback Rubrics	Writing Roadmap 2 Students plan, design and deliver PowerPoint, Moviemaker, or other media presentations to persuade listeners (reasons and support). Utilize anchor charts and word walls for vocabulary, model lessons and lists of words (descriptive words, adverbs, adjectives, transitions, prefixes, suffixes...).
Grammar and Conventions	I can incorporate varied sentences, effective transitions, and precise words into my writing.	5.1.01 5.1.02 5.1.03 5.2.05	How can I use conventions and mechanics to write, edit, and revise writing (my writing and peers' writing) to make it grammatically	Connotation Denotation, Multiple Meaning- Words Tone Volume		

	I can use root words, prefixes, suffixes to understand words, change words, and generate new words.		correct? How do root words, prefixes, and suffixes change word meanings, and how do they help me to decode and understand new words?	Rate		
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily Oral Language, University of Kansas Sentence Writing Strategies: *Fundamentals*, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

Suggested Readings: Lexile=L The Harcourt text does not have any persuasive writing samples and no reference to persuasive writing except for page 719, a description of persuasive writing. The following websites provide models of persuasive writing and activities (Google “persuasive writing samples”). Other samples can be found in newspapers, editorials, magazines, and other text. The following lessons: 3-5 *A Case for Reading-Examining Challenged and Banned Books*, 3-5 *Can You Convince Me?* Developing Persuasive Writing, 3-5 *Dear Librarian*, *Writing a Persuasive Letter*, 6-8 Persuasive Essay: Environmental Issues can be found on the writing process website.

Social Studies related stories: *Satchmo’s Blues*

Leveled Readers: Below Level: *Susan B. Anthony*, *The Best Candidate*

Related Literature Titles: National Geographic Reading Expeditions: Voices From America’s Past; *The Roaring 20’s*, *Dust Bowl Days 560L*

Social Studies Connection: Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate social studies topics and Social Studies assignments that reinforce the reading language arts concepts being taught.

Read aloud from an historic fiction novel about the Depression Era, Voting Rights, Roaring 20’s, Dust Bowl, WWI. Examine primary source documents.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines

Teach text features such as maps, charts, visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes, predicting, check for understanding. See Teach 21 Strategy Bank website and *LFS Strategies* for examples of strategies and graphic organizers.

Tiered Instruction:

Tier 1-Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2-Use Readers Notebook for guided practice

Tier 3-Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 5: Informational/Expository Reading and Writing
Research Project: *US History***

Grade Level: 5

Grading Period: 5th Six Weeks

Enduring understanding: Effective readers, writers, and presenters of fiction and non-fiction recognize, understand, and apply purposes and strategies of informational/expository writing. *Research and term paper topic should reflect social studies concepts (basic overview of the United States) and be a joint collaboration between reading language arts and social studies teacher whenever possible.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
<p>Reading Strategies</p> <p>Suggested readings: Non-fiction, magazine and newspaper articles, newspaper, biographies, autobiographies and other models of expository language</p> <p>Reading Vocabulary should be pulled from the literature.</p>	<p>I can differentiate between expository text and other texts and apply strategies to read and comprehend the text.</p> <p>I can find the main idea in an expository text.</p> <p>I can differentiate between fact and opinion in an expository text.</p> <p>I can determine cause and effect and sequence ideas in expository text.</p> <p>I can develop independence in reading by making connections while reading a wide variety of literature.</p>	<p>5.1.05 5.1.06 5.1.07 5.1.08 5.1.09 5.1.10 5.1.11 5.1.14 5.1.15</p>	<p>What are the defining characteristics of expository/informational literature?</p> <p>How do I find the thesis statement in expository text?</p> <p>What strategies help me to determine fact and opinion?</p> <p>How do I analyze cause and effect?</p> <p>How does sequencing help me to comprehend expository and other texts?</p>	<p>Expository Periodicals By-line Biography Autobiography</p>	<p>Summarizing</p> <p>Graphic organizers</p> <p>Selection tests</p> <p>Journal</p> <p>Formative assessment with explicit feedback</p>	<p>Digital and on line resources accompanying the text</p> <p>WVDE Instructional Guides Teach 21 Strategy Bank</p> <p>Interactive read aloud</p> <p>Writing Roadmap 2</p> <p>Examine magazine articles such as <i>Wild Wonderful West Virginia</i>, or <i>Ranger Rick</i> as models of expository information, and then write articles about West Virginia or topics of student interest.</p>

<p>Writing Forms and Strategies</p> <p>Emphasis on teaching the form and technique of Expository Writing and Research.</p> <p>Suggested writing should spring from the literature and reflect the grammar and convention lessons.</p> <p>*Some students may require extra time to complete research paper.</p>	<p>I can recognize informational writing and define the characteristics of expository writing.</p> <p>I can research a topic using a variety of resources and validate information.</p> <p>I can synthesize data from research to use in my writing.</p> <p>I can plan, develop, and deliver a research paper with documented sources.</p> <p>I can create a media project that demonstrates format, purpose, and audience.</p>	<p>5.2.01 5.2.02 5.2.03 5.2.04 5.2.06 5.2.07 5.2.08 5.3.03 5.3.04</p>	<p>How do I analyze the defining characteristics of informational expository writing?</p> <p>How do I research a topic and validate information?</p> <p>How do I synthesize data from a variety of sources?</p> <p>How do I use a variety of resource material to plan, develop, and deliver a research paper and cite references?</p> <p>How can I create a media product that demonstrates format, purpose, and audience?</p>	<p>Primary and Secondary Sources Source Cards Works Cited Bibliography Plagiarism Direct Quote Validity In-text Citation</p>	<p>Peer editing and review</p> <p>Word of the Day</p> <p>Acuity benchmarks and accompanying instructional resources</p> <p>Formative assessment using explicit feedback</p> <p>Rubrics</p> <p>Projects</p>	<p>Teach mini lessons on topics such as validating an internet site, using citations, summarizing and synthesizing information.</p> <p>Create a pamphlet about a social studies or science topic, or as a response to a literary selection.</p>
<p>Grammar and Conventions</p>	<p>I can write, edit and revise for conventions and grammar usage.</p> <p>I can listen and speak effectively.</p> <p>I can exhibit effective oral communication skills.</p>	<p>5.2.05 5.3.01 5.3.03 5.3.04</p>	<p>How do I edit and revise my writing and others' writing for grammar and conventions?</p> <p>How do I summarize information from research?</p> <p>How do I present my research effectively?</p>	<p>Clarify Critique Hypothesize Analyze Editing Symbols Rate Audience Etiquette</p>	<p>Collaboration</p> <p>Word of the Day</p> <p>Daily Grammar</p> <p>Rubrics</p>	

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily Oral Language, Sentence Writing Strategies, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

5.2.06 and related writing CSO's

While elements of these CSO's are taught throughout the year, the goal for the fifth six weeks is for reading language arts and social studies teachers to collaborate to develop a list of topics for students to study and research that align with social studies content standards and objectives. Students will sign up for the various topics, and research and writing will occur in both reading language arts and social studies classrooms, resulting in a **product** that may be presented or displayed in chronological sequence in a "gallery walk" type of project that reflects the "basic overview of the United States", which is how the social studies curriculum is arranged.

Suggested Readings: Lexile=L (related to strategies and writing forms) *Lewis and Clark*, Stein, *Summer of Fire*, Lauber, *What's the Big Idea*, *Ben Franklin*, Fritz, *Black Frontiers*, Schlissel, *Dear Mrs. Parks*, Reed, *Oceans*, Simon, *We'll Never Forget You*, *Roberto Clemente*, Engel, *Iditarod Dream*, Wood, *Evelyn Cisneros*, Simon, *Little by Little*, Little

Leveled Readers: On Level: *School in the 1950's*

Social Studies Connection: Jointly plan RLA and social studies so that assignments reinforce concepts. Choose literature selections which incorporate Social Studies topics and Social Studies assignments that reinforce the reading language arts concepts being taught.

Read aloud from a historic fiction novel about WWII, Holocaust, *On the Homefront*, and the rise of an industrial nation. Examine primary source documents.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines

Teach text features such as maps, charts, visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

Use strategies and graphic organizers to support text: Think Pair Share, Summarization strategies, cause/effect graphic organizers, compare/contrast graphic organizers, 2 column notes, predicting, check for understanding, See Teach 21 Strategy Bank website and *LFS Strategies* for examples of strategies and graphic organizers.

Tiered Instruction:**Tier 1-**Use Learning Focused Strategies such as Think Pair Share, Paired Reading, Paired Heads**Tier 2-**Use Readers Notebook for guided practice**Tier 3-**Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 6: Reading and Writing: Poetry and Drama**

Grade Level: 5**Grading Period: 6th Six Weeks**

Enduring understanding: Effective readers, writers, and presenters of poetry and drama recognize, understand, and apply purposes and strategies of effective speaking and listening.

*These strategies should be woven into daily instruction and taught explicitly throughout the year.

The lengths of passages and compositions should increase as the lessons progress throughout the year in order to build stamina and endurance in reading and writing.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Reading Strategies Suggested readings: A variety of poetry and	I can apply comprehension strategies as I read and understand poetry and other dramatic works.	5.1.02 5.1.03 5.1.04 5.1.08 5.1.09	What comprehension strategies help me to derive meaning from prose and poetry? How do literary elements help me to	Narrative Ballad Lyric Epic Lines Stanza Rhythm	Rubric Summarizing Graphic organizers Selection tests	Digital and Online resources accompanying the text WVDE Instructional Guides

<p>dramatic readings.</p> <p>Reading Vocabulary should be pulled from the literature.</p>	<p>I can read, compare, and interpret various types of poetry to determine the elements of literature.</p> <p>I can recognize figurative language.</p> <p>I can fluently perform a dramatic reading to an audience.</p>		<p>construct meaning and recognize author's purpose in prose and poetry?</p> <p>What types of figurative language do authors use, and how do I identify them in text?</p> <p>How can I improve my fluency while performing or reading to an audience?</p>	<p>Meter Rhyme Symbol Imagery Subject Speaker Simile Metaphor Personification Hyperbole Greeting/Salutation Body Closing</p>	<p>Journal</p> <p>Formative assessment with explicit feedback</p> <p>Observation</p> <p>Summarizing strategies such as Ticket Out the Door, 3-2-1, The Most Important Thing....</p>	<p>Teach 21 Strategy Bank</p> <p>Writing Roadmap 2</p> <p>Interactive read aloud</p> <p>Reader's theatre</p> <p>Choral reading</p> <p>Recitation or "Poetry Alive" presentations</p>
<p>Writing Forms and Strategies</p> <p>Emphasis on teaching the form and technique of Poetry and Drama</p> <p>Suggested writing should spring from the literature and reflect the grammar and convention lessons.</p>	<p>I can compose a poem that includes vivid and precise word choice and figurative language.</p> <p>I can use the writing process to express my ideas through prose and poetry.</p>	<p>5.2.02 5.2.04 5.2.07 5.3.01 5.3.03</p>	<p>How can I express my emotions and ideas through prose and poetry?</p> <p>How does the use of figurative language and literary techniques enhance my writing?</p>	<p>Sensory Details Figurative language Simile Metaphor Personification Onomatopoeia Hyperbole</p>	<p>Acuity Benchmarks and accompanying instructional resources</p>	

Grammar and Conventions	<p>I can model effective communication and grammar skills.</p> <p>I can apply context clues, multiple meaning words, denotation, and connotation to interpret vocabulary in poetry.</p> <p>I can fluently perform a dramatic reading to an audience.</p> <p>I can write a personal and business letter.</p>	<p>5.3.01 5.3.03 5.1.12 5.1.02</p>	<p>Why is it important to make such exacting word choices when writing poetry and drama?</p> <p>How can I improve my presentation skills?</p> <p>How can I become more fluent when speaking and performing?</p> <p>What are the elements of a personal and business letter?</p>	<p>Tone Rate Audience Fluency Voice Etiquette Format</p>		
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily Oral Language, University of Kansas Sentence Writing Strategies: *Fundamentals*, Word Walls, Vocabulary Strategies Alpha Box, Games, Frayer, Verbal and Visual Word Association (VVWA), Graphic Organizers, Word Play, Vocabulary Strategies (Teach 21 Strategy Bank)

Suggested Readings: Lexile=L (related to strategies or writing forms) *Name this American*, Reinmuth, *When Birds Remember*, *Sounds of Nature*, *Souvenir*, Merriam, *Earth Songs*, Livingston, *Celebrations*, Lopez, *Eagle Flight*, Lopez, *About Notebooks*, Little, *Dear Mrs. Parks*, Reed, *Dear Mr. Henshaw*, Cleary

Social Studies related stories: *We'll Never Forget You*, *Roberto Clemente*, *Slamming Sammy*, *Sports Illustrated for Kids*, *Satchmo's Blues*, *Dear Mrs. Parks*

Leveled Readers: Advanced Level: *A Bus Ride Into History*

Social Studies Connection: Jointly plan reading language arts and social studies so that assignments reinforce concepts. Choose literature selections which incorporate social studies topics and social studies assignments that reinforce the reading language arts concepts being taught. After reading about a person or an event, write a reader's theatre script and act it out.

Read aloud from a historic fiction novel about the civil rights era, biographies of civil rights leaders. Read fictional books that portray the era.

Writing Across the Curriculum: use RAFTs (Role, Audience, Format, Topic), write a letter to a historical figure, summarize information in writing, use 2 column notes, outlines

Teach text features such as maps, charts, visuals, legends, keys, captions.

Work with Words: sorting, classifying, defining, Knowledge Rating Scale, Frayer, Own a Word graphic organizer, use a word wall for vocabulary.

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Tiered Instruction:

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Tier 2 -Use Readers Notebook for guided practice

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