Curriculum Map: Common Core ELA Grade 5

Course: Fifth-LangEnglish Subtopic: English

Grade(s): None specified

Course Description:	In Grade 5 students continue to be concrete learners who are beginning to refine their ability to utilize abstract thinking skills to further develop their knowledge of foundational skills of reading, reading literature, reading informational texts, writing, speaking and listening and conventions of language. Instruction involving collaboration among peers and adults is important as well as collaboration with teachers in the planning of learning tasks in order to develop and use higher order thinking skills. Students in Grade 5 learn to read complex narrative and expository texts in subject matter areas through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. They discern main ideas, concepts and evidence in text. They identify conflict and resolution in fiction and understand and recognize themes as well as common literacy devices such as imagery and symbolism. They write effective multiple-paragraph narrative and expository compositions. They write formal introductions, use supporting evidence and summarize important ideas in a conclusion. They write narratives, responses to literature, research reports and persuasive compositions. With a focus on college and career readiness, students are taught to balance the reading of informational and literary texts so they can access non-fiction and authentic texts as well as literature; focus on close and careful reading of text so that students are learning from text; build a staircase of complexity so they can graduate college and be career ready; support writing from sources so they can use evidence and respond to the ideas, events, facts and arguments presented in the texts they read; use and manipulate vocabulary in multiple modalities throughout all content.
Course Textbooks, Workbooks, Materials Citations:	Beck, I.L., Farr, R.C., Strickland, D.S., Ada, A.F., Hudson, R.F., McKeown, M.G., et al. (2008) Storytown: Ride the Edge. Orlando: Harcourt School.

Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School. |

Unit: Foundational Skills of Reading

Unit/Module Description:	Students gain a working knowledge of phonics, word recognition, fluency, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.
Unit/Module Big Ideas:	Effective readers use appropriate strategies to construct meaning.
Unit/Module Essential Questions:	How do strategic readers create meaning from informational and literary text?
Unit/Module Key Terminology & Definitions:	Affix – a group of letters added to the beginning or ending of a root word.

Context – what is happening in the sentence of paragraph

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements

Prefix – a group of letters added to the beginning of a root word

Root – a base word used to make a bigger word

Statement – a sentence that is neither a question nor an exclamation

Suffix – a special group of letters added to the end of a root word to form a new word |
| **Unit/Module Student Learning Outcomes:** | Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.

Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings and use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Unit/Module** | Harcourt Storytown Themes 1-6 |

Materials:	-series workbooks
	-leveled readers
	Harcourt Language Series
	-workbook
	Crosswalk Coach for the Common Core State Standards test preparation workbook
	Novel Suggestions:
	-Hatchet, by Gary Paulsen
	-Tiger Rising, by Kate DiCamillo
	-I Survived series, by Lauren Tarshis
	-Island of the Blue Dolphins, by Scott O'Dell
	Websites:
	www.studyisland.com
	http://www.pcboe.net/les/elderweb/harcourtresources.htm
	http://www.harcourtschool.com/storytown/
	www.scholastic.com

| **Unit/Module Notes:** | These skills and standards are and can be addressed within the Reading Informational Text and Reading Literature components. |

This Curriculum Map Unit has no Topics to display

Unit: Reading Informational Text

Unit/Module Description:	Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
	• Key Ideas and Details
	• Craft and Structure
	• Integration of Knowledge and Ideas
	• Vocabulary Acquisition and Use
	• Range of Reading

Unit/Module Big Ideas:	1.Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
	2. Effective readers use appropriate strategies to construct meaning.
	3.An expanded vocabulary enhances one's ability to express ideas and information.

Unit/Module Essential Questions:	1.How do readers' know what to believe in what they read, hear, and view? How do strategic readers create meaning from informational and literary text?What is this text really about? How does interaction with text provoke thinking and response?
	2. How do strategic readers create meaning from informational and literary text? What is this text really about?
	How does interaction with text provoke thinking and response? How do readers' know what to believe in what they read, hear, and view? How does what readers' read influence how they should read it? How does a readers' purpose influence how text should be read?Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?
	3. What strategies and resources do I use to figure out unknown vocabulary? Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?

Unit/Module Key Terminology & Definitions:	Actions – the things that a character does
	Cause - the reason why something happens
	Characters – the people (or equivalent) in a story
	Climax – the part of plot with the most exciting or important events of a story, and which often comes near the end of a story
	Compare – a process in which you look for things that are the same
	Conflict – the part of plot, usually in the beginning of a story, that sets out the main problem or struggle

Contrast – a process in which you look for things that are different

Cycle Diagram – a type of graphic used to show a circular process

Detail – a sentence or fact that gives you information about a topic

Dialogue – the spoken conversation between characters in any type of writing

Effect – something that happens as the result of a cause

Emotions – what a character feels

Fact – information that can be proven

First Person – a narrative style told from the viewpoint of a character in a book

Flowchart – a type of graphic used to show how one step in a process leads to another, also called a graphic organizer

Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Index – an alphabetically arranged list of key terms, with page numbers, found in the back of a book

Inference – a kind of guess you make about what is happening, based on what the narrator tells you

Informational Passage – a passage that gives you facts without trying to make you feel a certain way

Main Idea – what a story or passage is mainly about

Metaphor - a figure of speech that compares two different things without using the words "like" or "as"

Motives – the reasons why a character does something

Narrator – the person telling the story

Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Organizational Chart – a type of graphic used to show where things and/or people are situated within an organization

Paragraph – a carefully built piece of writing used to communicate information and which consists of a topic sentence, supporting sentences, and a concluding sentence

Personification – giving human qualities to animals and objects

Plot – the main series of events in a story

Point of View – the perspective or angle from which a story is told

Problem – a situation in a story which is often confusing, troubling, distressing, or conflicting and which needs a solution

Radial Diagram – a type of graphic used to show how things are related to one another

Relationships – the dynamics of who a character gets along with or does not get along with

Resolution – the part of plot in which a story's problems and conflicts are solved, and which often is the final part of a story

Rising Action – the part of plot that happens after the conflict, and which consists of events leading up to the climax

Sequence – the order in which things happen

Setting – the time and place in which the events of a story occur

Simile – a comparison of two different things that uses either "as" or "like"

Solution – the process of solving a problem, or reducing the amount of conflict or distress caused by the problem

Statement – a sentence that is neither a question nor an exclamation

Subheading – a heading that tells you the general topic of a paragraph located under a main heading

Summary – a brief description of a story or event, identifying the main idea of passage and the most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Synonyms – words that have the same, or almost the same, meaning

Table – a type of chart that organizes similar types of information, first listing certain kinds of categories, and then listing different things that fit into those categories

Table of Contents – list of chapters, with page numbers, found at the beginning of a book

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Topic Sentence – a sentence that appears at the beginning of the paragraph, and which tells you what the paragraph will be generally about

Traits – a character's qualities

Unit/Module Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. 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. Determine how an author supports particular points in a text through reasons and evidence. Integrate information from several texts on the same topic to demonstrate understanding of that topic. Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text. Cite textual evidence by quoting accurately from the text to explain how they are supported by key details; summarizing the text. Explain the relationship or interaction between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. 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. 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.
Unit/Module Materials:	Harcourt Storytown Themes 1-6 -series workbooks -leveled readers Harcourt Language Series -workbook Crosswalk Coach for the Common Core State Standards test preparation workbook Novel Suggestions: -Hatchet, by Gary Paulsen -Tiger Rising, by Kate DiCamillo -I Survived series, by Lauren Tarshis -Island of the Blue Dolphins, by Scott O'Dell

Websites:
www.studyisland.com

http://www.pcboe.net/les/elderweb/harcourtresources.htm
http://www.harcourtschool.com/storytown/
www.scholastic.com

Unit/Module Notes: Additional lessons/stories to use that also target the core skills for reading informational text:

Storytown Series Theme 6

Lesson 26: Lewis and Clark
Lesson 27: Klondike Kate
Lesson 28: The Top of the World: Climbing Mt. Everest
Lesson 29: The Man Who went to the Far Side of the Moon

Follow core lesson format established within the unit when using any of the above stories and practice pages. Supplemental resource will still apply.

STANDARDS

STATE: PA Common Core Standards (2012)

CC.1.2.5.A (Advanced)	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 (Advanced)	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.2.5.C (Advanced)	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 (Advanced)	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 (Advanced)	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.5.F (Advanced)	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 (Advanced)	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 (Advanced)	Determine how an author supports particular points in a text through reasons and evidence.
CC.1.2.5.I (Advanced)	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
CC.1.2.5.J (Advanced)	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 (Advanced)	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 (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Lesson Topic: Main Idea and Supporting Details, Summarizing

Core Lesson/Topic Description:	Students will learn about responding to, understanding and reading informational text for understanding.
Core Lesson/Topic Big Ideas:	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Effective readers use appropriate strategies to construct meaning.
Core Lesson/Topic Essential Questions:	1. What is the central idea the author wants you to understand? How do you know? What information from the text supports your response?
	2. Describe the way the text is organized (text structure). Why do you think the author

organized it that way? What are the characteristics that make up this type of text structure?

3. What is the main focus in this story? What elements from the passage go to support your description?

4. Compare and contrast the genres of the main story with the paired selection. Use examples from each to support your response.

5. How does the text structure (or illustration, map, chart, photos, headings, subheadings) within the story contribute to your understanding of the topic?

Core Lesson/Topic Key Terminology & Definitions:	Detail – a sentence or fact that gives you information about a topic
	Fact – information that can be proven
	Inference – a kind of guess you make about what is happening, based on what the narrator tells you
	First Person – a narrative style told from the viewpoint of a character in a book
	Informational Passage – a passage that gives you facts without trying to make you feel a certain way
	Main Idea – what a story or passage is mainly about
	Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person
	Organizational Chart – a type of graphic used to show where things and/or people are situated within an organization
	Point of View – the perspective or angle from which a story is told
	Sequence – the order in which things happen
	Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence
	Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story
	Title – name of a book, story, poem, article, play, etc

Core Lesson/Topic Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
	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.
	Determine how an author supports particular points in a text through reasons and evidence.
	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
	Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.
	Cite textual evidence by quoting accurately from the text to explain how they are supported by key details; summarizing the text

| **Core Lesson/Topic Instructional Procedures & Activities:** | **Reading Informational Text:** |
| | Core Lesson 1: Main Idea, Supporting Details & Summarizing |

Use Storytown Series Theme 4: Lesson 19: Inventing the Future: A Photobiography of Thomas Alva Edison

- Introduce focus skills: MAIN IDEA, SUPPORTING DETAILS, SUMMARIZING
- Teacher lead Study Island's "Main Idea and Relevant Details" lesson as a whole group
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  - o Define and apply robust vocabulary as found in Storytown lesson
  - o Vocabulary Power Point from www.pcboe.net website

- Review focus skills:
  - TEXT STRUCTURE
    - Identify evidence to prove "Inventing the Future" is written in sequence of events
    - Identify cause/effect relationships in Edison's early life
  - GENRE
    - Discuss characteristics of biographies and third person point-of-view
- Fluency:
  - Assign a short reading selection for students to read aloud to model fluency each week

Standards:

C.C.1.1.5.E
C.C.1.2.5.A
C.C.1.2.5.E
C.C.1.2.5.G
C.C.1.2.5.I
C.C.1.2.5.J
C.C.1.2.5.K
C.C.1.2.5.L
C.C.1.5.5.E
C.C. 1.1.5.D

Core Lesson/Topic Materials:	Beck, I.L., Farr, R.C., Strickland, D.S., Ada, A.F., Hudson, R.F., McKeown, M.G., et al. (2008) Storytown: Ride the Edge. Orlando: Harcourt School.

Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School.

www.studyisland.com
www.discoveryeducation.com
www.pcboe.net
Crosswalk Coach for the Common Core State Standards
Incorporate literature samples from the library that introduce inventions and ideas as an anticipatory set |
| **Core Lesson/Topic Notes:** | Additional lessons/stories to use that also target the core skills for reading informational text:

Storytown Series Theme 6

Lesson 26: Lewis and Clark
Lesson 27: Klondike Kate
Lesson 28: The Top of the World: Climbing Mt. Everest
Lesson 29: The Man Who went to the Far Side of the Moon

Follow core lesson format established within the unit when using any of the above stories and practice pages. Supplemental resource will still apply. |

Differentiated Instruction:	Independent study	Small group	
Accommodations:	Assignment Variations	Technology	Time Adjustment Extension
Adaptations/Modifications:	Decrease Assignments	Similar Different Outcomes	
Enrichment/Extensions:	Independent Study	Research Project	
Summative Evaluations:	Chapter Test	Project Completion	
Formative Assessments:	Exit Cards	Homework Quizzes Tests	Observation	Oral Questioning
	Popsicle Sticks	Question and Answer	Ticket to Leave	Think Pair Share
Benchmark Assessments:	4 Sight		
Data-Based Instructional Practices:	Identifying Similarities and Differences, Comparing, Contrasting, Classifying, Analogies, Metaphors

Setting objectives and | Summarizing and note-taking | Reinforcing effort, giving praise and providing recognition | Homework and practice |

providing feedback

Lesson Topic: Citing Evidence and Drawing Conclusions

Core Lesson/Topic Description:	Students will learn about responding to, understanding and reading informational text for understanding.
Core Lesson/Topic Big Ideas:	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Effective readers use appropriate strategies to construct meaning.
Core Lesson/Topic Essential Questions:	1. What is the central idea the author wants you to understand? How do you know? What information from the text supports your response?
	2. Describe the way the text is organized (text structure). Why do you think the author organized it that way? What are the characteristics that make up this type of text structure?
	3. How would you describe the main focus in this story? What elements from the passage go to support your description?
	4. Compare and contrast the genres of the main story with the paired selection. Use examples from each to support your response.
	5. How does the text structure (or illustration, map, chart, photo, heading, subheading) within the story contribute to your understanding of the topic?
Core Lesson/Topic Key Terminology & Definitions:	First Person – a narrative style told from the viewpoint of a character in a book
	Flowchart – a type of graphic used to show how one step in a process leads to another, also called a graphic organizer
	Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be
	Inference – a kind of guess you make about what is happening, based on what the narrator tells you
	Informational Passage – a passage that gives you facts without trying to make you feel a certain way
	Personification – giving human qualities to animals and objects
	Point of View – the perspective or angle from which a story is told
	Sequence – the order in which things happen
	Simile – a comparison of two different things that uses either "as" or "like"
	Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story
Core Lesson/Topic Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
	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.
	Determine how an author supports particular points in a text through reasons and evidence.
	Integrate information from several texts on the same topic to demonstrate understanding of that topic
	Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.

Cite textual evidence by quoting accurately from the text to explain how they are supported by key details; summarizing the text

Core Lesson/Topic Instructional Procedures & Activities:	**Reading Informational Text:**
	Core Lesson 2: Citing Evidence & Drawing Conclusions
	
	Use Storytown Series Theme 2: Lesson 9: Leonardo's Horse
	
	• Introduce focus skills: MAKING INFERENCES, CITING EVIDENCE, and DRAWING CONCLUSIONS (make a distinction between inference and conclusion)
	    o Teacher lead Study Island's "Inferences and Conclusions" lesson as a whole group
	• Define and apply robust vocabulary contained within Storytown lesson
	    o Use vocabulary worksheet from www.pcboe.net website
	• Review focus skills:
	    o TEXT STRUCTURE
	        ▪ Identify evidence to prove "Leonardo's Horse" is written in sequence of events
	        ▪ Identify examples of problem/solution relationships within the story
	    o GENRE
	        ▪ Discuss characteristics of narrative nonfiction texts
	    o FIGURATIVE LANGUAGE: IDIOMS
	        ▪ Identify examples of idioms from the story and discuss their meanings
	• Fluency:
	    Assign "From the Notebooks of Leonardo" for students to read aloud to model fluency each week
	
	Standards:
	
	C.C.1.1.5.E
	C.C.1.2.5.B
	C.C.1.2.5.C
	C.C.1.2.5.E
	C.C.1.2.5.F
	C.C.1.2.5.G
	C.C.1.2.5.I
	C.C.1.2.5.J
	C.C.1.2.5.L
	C.C.1.1.5.D
	C.C.1.5.5.E

Core Lesson/Topic Materials:	Beck, I.L., Farr, R.C., Strickland, D.S., Ada, A.F., Hudson, R.F., McKeown, M.G., et al. (2008) Storytown: Ride the Edge. Orlando: Harcourt School. Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School Crosswalk Coach for the Common Core State Standards Read "Who Was Leonardo Da Vinici?" "Animated Hero Classics: Leonardo da Vinci" video from www.discoveryeducation.com www.studyisland.com
Core Lesson/Topic Notes:	Additional lessons/stories to use that also target the core skills for reading informational text: **Storytown Series Theme 6** Lesson 26: Lewis and Clark Lesson 27: Klondike Kate Lesson 28: The Top of the World: Climbing Mt. Everest Lesson 29: The Man Who went to the Far Side of the Moon Follow core lesson format established within the unit when using any of the above stories and practice pages. Supplemental resource will still apply.
Differentiated Instruction:	Content variation Independent study Small group

Accommodations:	Assignment Variations	Technology	Time Adjustment Extension	
Adaptations/Modifications:	Alternative Goals	Decrease Assignments	Similar Different Outcomes	
Enrichment/Extensions:	Acceleration	Independent Study	Research Project	
Summative Evaluations:	Chapter Test	Project Completion	PSSA Reading	
Formative Assessments:	Think Pair Share Quiz Observation	Ticket to Leave Exit Cards Homework Quizzes Tests	Survey Students Popsicle Sticks Hand Signals	Question and Answer Oral Questioning
Benchmark Assessments:	4 Sight			
Data-Based Instructional Practices:	Summarizing and note-taking	Reinforcing effort, giving praise and providing recognition	Homework and practice	Setting objectives and providing feedback

Unit: Reading Literature

Unit/Module Description:	Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition and Use • Range of reading genres
Unit/Module Big Ideas:	1. Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information. 2. Effective readers use appropriate strategies to construct meaning. 3. An expanded vocabulary enhances one's ability to express ideas and information.
Unit/Module Essential Questions:	1. How do readers know what to believe in what they read, hear and view? How does interaction with text provoke thinking and response? How do strategic readers create meaning from informational and literary text? How does a reader's purpose influence how text should be read? How does interaction with text provoke thinking and response? 2. How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read? What is this text really about? How does a reader's purpose influence how text should be read? How does interaction with text provoke thinking and response? How do readers know what to believe? 3. Why learn new words? What strategies and resources do I use to figure out unknown vocabulary? How do learners develop and refine their vocabulary? How do strategic readers create meaning from informational and literary text?
Unit/Module Key Terminology & Definitions:	Actions – the things that a character does Author - the person who wrote the story, article, play, drama, or other passage Cause - the reason why something happens Chapter – a section of a book that discusses a particular topic Characters – the people (or equivalent) in a story Climax – the part of plot with the most exciting or important events of a story, and which often comes near the end of a story Compare – a process in which you look for things that are the same Conflict – the part of plot, usually in the beginning of a story, that sets out the main problem or struggle Contrast – a process in which you look for things that are different Detail – a sentence or fact that gives you information about a topic Dialogue – the spoken conversation between characters in any type of writing

Drama – a type of writing that is meant to be performed, such as a play

Effect – something that happens as the result of a cause

Emotions – what a character feels

Fact – information that can be proven

First Person – a narrative style told from the viewpoint of a character in a book

Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Index – an alphabetically arranged list of key terms, with page numbers, found in the back of a book

Inference – a kind of guess you make about what is happening, based on what the narrator tells you

Main Idea – what a story or passage is mainly about

Metaphor - a figure of speech that compares two different things without using the words "like" or "as"

Meter – a pattern of rhythm in a poem

Motives – the reasons why a character does something

Narrator – the person telling the story

Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Personification – giving human qualities to animals and objects

Plot – the main series of events in a story

Poetry – a type of writing that uses expressive language written in a series of lines and stanzas

Point of View – the perspective or angle from which a story is told

Problem – a situation in a story which is often confusing, troubling, distressing, or conflicting and which needs a solution

Relationships – the dynamics of who a character gets along with or does not get along with

Resolution – the part of plot in which a story's problems and conflicts are solved, and which often is the final part of a story

Rhyme – the use of words that sound very much alike

Rhythm – the way the lines in a poem sound when you read them

Rising Action – the part of plot that happens after the conflict, and which consists of events leading up to the climax

Sequence – the order in which things happen

Setting – the time and place in which the events of a story occur

Simile – a comparison of two different things that uses either "as" or "like"

Solution – the process of solving a problem, or reducing the amount of conflict or distress caused by the problem

Stage Directions – the instructions that tell the actors what they should do before, during, and after they speak; stage directions also help the reader understand what the characters are doing if the play is being read and not performed by actors

Statement – a sentence that is neither a question nor an exclamation

Subheading – a heading that tells you the general topic of a paragraph located under a main heading

Summary – a brief description of a story or event, identifying the main idea of passage and the

most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Table of Contents – list of chapters, with page numbers, found at the beginning of a book

Theme – the central idea or meaning of a story or article

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Traits – a character's qualities

Unit/Module Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. 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). Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. 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. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. 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. 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.
Unit/Module Materials:	Harcourt Storytown Themes 1-6 -series workbooks -leveled readers Harcourt Language Series -workbook Crosswalk Coach for the Common Core State Standards test preparation workbook Novel Suggestions: -Hatchet, by Gary Paulsen -Tiger Rising, by Kate DiCamillo -I Survived series, by Lauren Tarshis -Island of the Blue Dolphins, by Scott O'Dell Websites: www.studyisland.com http://www.pcboe.net/les/elderweb/harcourtresources.htm http://www.harcourtschool.com/storytown/ www.scholastic.com

STANDARDS

STATE: PA Common Core Standards (2012)

CC.1.3.5.A (Advanced)	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 (Advanced)	Cite textual evidence by quoting accurately from the text to

	explain what the text says explicitly and make inferences.
CC.1.3.5.C (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

Lesson Topic: Character Traits/Motives, Theme and Point of View

Core Lesson/Topic Description:	Students will learn about responding to, understanding and reading all works of literature.
Core Lesson/Topic Big Ideas:	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information. Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.
Core Lesson/Topic Essential Questions:	1. How does the main character change throughout the story? what events in the story contribute to the change?
	2. How do the characters in a story see a problem differently? Cite evidence from the text that supports your answer.
	3. To what genre does this text belong? Offer evidence from the text to support your response.
	4. Compare 2 types of books on the same topic. In what ways are the two texts alike and different?
Core Lesson/Topic Key Terminology & Definitions:	Actions – the things that a character does
	Characters – the people (or equivalent) in a story
	Compare – a process in which you look for things that are the same
	Contrast – a process in which you look for things that are different
	Emotions – what a character feels
	First Person – a narrative style told from the viewpoint of a character in a book
	Metaphor - a figure of speech that compares two different things without using the words "like" or "as"
	Motives – the reasons why a character does something
	Personification – giving human qualities to animals and objects
	Point of View – the perspective or angle from which a story is told

Relationships – the dynamics of who a character gets along with or does not get along with

Setting – the time and place in which the events of a story occur

Simile – a comparison of two different things that uses either "as" or "like"

Theme – the central idea or meaning of a story or article

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Traits – a character's qualities

Core Lesson/Topic Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. 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. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. Read and comprehend literary fiction on grade level, reading independently and proficiently. 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. 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.

Core Lesson/Topic Instructional Procedures & Activities:	**Reading Literature:**
	Core Lesson 1: Story Elements: Character Traits/Motives, Theme, & Point of View
	
	Use Storytown Series Theme 1: Lesson 4: The Daring Nellie Bly: America's Star Reporter & the paired selection Nellie Bly's Book
	
	• Introduce focus skills: CHARACTER TRAITS & MOTIVES
	  ○ Teacher lead Study Island's separate lessons on Theme and Characters as a whole group
	• Introduce focus skill: POINT OF VIEW
	  ○ Teacher lead Study Island's separate lesson on Point of View as a whole group
	  ○ Compare/Contrast the point of view for both "The Daring Nellie Bly" and "Nellie Bly's Book" using a graphic organizer
	• Introduce focus skill: THEME
	  ○ Teacher lead Study Island's separate lesson on Theme as a whole group
	  ○ Discuss/identify the theme of "The Daring Nellie Bly" together
	• Define and apply robust vocabulary contained within Storytown lesson
	• Review focus skills:
	  ○ TEXT STRUCTURE
	    ▪ Identify evidence to prove "The Daring Nellie Bly" is written in sequence of events
	  ○ GENRE
	    ▪ Compare/Contrast characteristics of biographies and autobiographies
	• Fluency:
	  ○ Assign excerpt from "Around the World in 80 Days" by Jules Verne for students to read aloud to model fluency each week
	
	Standards:
	
	    C.C.1.3.5.A
	    C.C.1.3.5.C
	    C.C.1.3.5.D
	    C.C.1.3.5.F
	    C.C.1.3.5.G

C.C.1.3.5.H
C.C.1.3.5.I
C.C.1.3.5.J
C.C.1.3.5.K
C.C.1.1.5.D

Core Lesson/Topic Materials:	Beck, I.L., Farr, R.C., Strickland, D.S., Ada, A.F., Hudson, R.F., McKeown, M.G., et al. (2008) Storytown: Ride the Edge. Orlando: Harcourt School. Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School. Crosswalk Coach for the Common Core Standards Extend topic through viewing Disney's "Around the World in 80 Days " www.studyisland.com

Differentiated Instruction:	Content variation	Independent study	Small group	
Accommodations:	Assignment Variations	Technology	Time Adjustment Extension	
Adaptations/Modifications:	Similar Different Outcomes	Technology		
Enrichment/Extensions:	Independent Study	Research Project		
Summative Evaluations:	Chapter Test	PSSA Reading		
Formative Assessments:	Think Pair Share	Quiz	Ticket to Leave	Exit Cards
	Hand Signals	Homework Quizzes Tests	Observation	Oral Questioning
	Popsicle Sticks			

Lesson Topic: Plot Events

Core Lesson/Topic Description:	Students will learn about responding to, understanding and reading all works of literature.
Core Lesson/Topic Big Ideas:	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information. Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.
Core Lesson/Topic Essential Questions:	1. How does the main character change throughout the story? what events in the story contribute to the change? 2. How do the characters in a story see a problem differently? Cite evidence from the text that supports your answer. 3. To what genre does this text belong? Offer evidence from the text to support your response. 4. Compare 2 types of books on the same topic. In what ways are the two texts alike and different?
Core Lesson/Topic Key Terminology & Definitions:	Actions – the things that a character does Characters – the people (or equivalent) in a story Compare – a process in which you look for things that are the same Contrast – a process in which you look for things that are different Emotions – what a character feels First Person – a narrative style told from the viewpoint of a character in a book Metaphor - a figure of speech that compares two different things without using the words "like" or "as" Motives – the reasons why a character does something Personification – giving human qualities to animals and objects

Point of View – the perspective or angle from which a story is told

Relationships – the dynamics of who a character gets along with or does not get along with

Setting – the time and place in which the events of a story occur

Simile – a comparison of two different things that uses either "as" or "like"

Theme – the central idea or meaning of a story or article

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Traits – a character's qualities

Core Lesson/Topic Student Learning Outcomes:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
	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.
	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
	Read and comprehend literary fiction on grade level, reading independently and proficiently.
	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.
	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.

Core Lesson/Topic Instructional Procedures & Activities:

<div align="center">

Reading Literature:

Core Lesson 2: Story Elements: Plot Events

Use Storytown Series Theme 3: Lesson 15: Rope Burn

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- Introduce focus skills: PLOT EVENTS: (CONFLICT, RISING ACTION, CLIMAX, RESOLUTION)
    - View Study Island's "Events" lesson as a whole group
- Define and apply robust vocabulary
- Review focus skills:
    - TEXT STRUCTURE
        - Identify evidence to prove "Rope Burn" is written in sequence of events
    - GENRE
        - Discuss characteristics of realistic fiction texts
    - CHARACTER TRAITS/MOTIVES
        - Identify character traits for the main characters and the motives behind their actions
- Fluency:
    - Assign "A Little Coaching" for students to read aloud to model fluency each week

Standards:

C.C.1.3.5.C

C.C. 1.3.5.E

C.C. 1.3.5.I

C.C. 1.3.5.J

C.C. 1.3.5.K

Core Lesson/Topic Materials:	Beck, I.L., Farr, R.C., Strickland, D.S., Ada, A.F., Hudson, R.F., McKeown, M.G., et al. (2008) Storytown: Ride the Edge. Orlando: Harcourt School.			
	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School.			
	Crosswalk Coach for the Common Core Standards			
	Various graphic organizers/story maps			
Differentiated Instruction:	Independent study	Small group		
Accommodations:	Assignment Variations	Time Adjustment Extension		
Adaptations/Modifications:	Alternative Goals	Similar Different Outcomes	Technology	
Enrichment/Extensions:	Acceleration	Research Project		
Summative Evaluations:	Chapter Test	Project Completion	PSSA Reading	
Formative Assessments:	Think Pair Share	Ticket to Leave	Quiz	Question and Answer
	Exit Cards	Popsicle Sticks	Oral Questioning	Observation
	Homework Quizzes Tests	Hand Signals		
Benchmark Assessments:	4 Sight			
Data-Based Instructional Practices:	Identifying Similarities and Differences, Comparing, Contrasting, Classifying, Analogies, Metaphors	Reinforcing effort, giving praise and providing recognition	Homework and practice	Setting objectives and providing feedback
	Cues, questions, and advanced organizers			

Unit: Writing

Unit/Module Description:	Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content. • Informative/Explanatory • Opinion/Argumentative • Narrative • Response to Literature • Production and Distribution of Writing • Technology and Publication • Conducting Research • Credibility, Reliability, and Validity of Sources • Range of Writing
Unit/Module Big Ideas:	1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. 2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. 3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. 4. Effective research requires multiple sources of information to gain or expand knowledge.
Unit/Module Essential Questions:	1. Why do writers write? What is the purpose? What makes clear and effective writing? Who is the audience? What will work best for the audience? What is the purpose? 2. How do grammar and the conventions of language influence spoken and written communication? 3. How does interaction with text provoke thinking and response? 4. How does one best present findings? What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Unit/Module Key Terminology & Definitions:	Adjective – a word that describes a noun

Adverb – a word that describes a verb

Affix – a group of letter added to the beginning or ending of a root word

Antonyms – words that mean opposite things

Article – a word that comes before a noun, telling you whether the noun is definite or indefinite

Author - the person who wrote the story, article, play, drama, or other passage

Capitalization – the process of making the first letter in a word an Upper-Case letter

Chapter – a section of a book that discusses a particular topic

Characters – the people (or equivalent) in a story

Climax – the part of plot with the most exciting or important events of a story, and which often comes near the end of a story

Comma- a special kind of punctuation that is used to indicate a pause or separation in writing

Compare – a process in which you look for things that are the same

Concluding Sentence – the sentence that ends the paragraph

Conflict – the part of plot, usually in the beginning of a story, that sets out the main problem or struggle

Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases in a sentence

Context – what is happening in the sentence of paragraph

Contrast – a process in which you look for things that are different

Definite Noun- a specific person, place, thing or idea

Detail – a sentence or fact that gives you information about a topic

Dialogue – the spoken conversation between characters in any type of writing

Drama – a type of writing that is meant to be performed, such as a play

Effect – something that happens as the result of a cause

Emotions – what a character feels

Fact – information that can be proven

First Person – a narrative style told from the viewpoint of a character in a book

Flowchart – a type of graphic used to show how one step in a process leads to another, also called a graphic organizer

Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Indefinite Noun – A person, place, thing, or idea that is not specific

Informational Passage – a passage that gives you facts without trying to make you feel a certain way

Main Idea – what a story or passage is mainly about

Metaphor - a figure of speech that compares two different things without using the words "like" or "as"

Meter – a pattern of rhythm in a poem

Motives – the reasons why a character does something

Narrative – a type of writing that describes a sequence of events; a story

Narrator – the person telling the story

Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Organizational Chart – a type of graphic used to show where things and/or people are situated within an organization

Paragraph – a carefully built piece of writing used to communicate information and which consists of a topic sentence, supporting sentences, and a concluding sentence

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements

Personification – giving human qualities to animals and objects

Persuasive Passage – a type of passage that tries to change your mind about something or tries to make you think or feel a certain way about something

Plot – the main series of events in a story

Poetry – a type of writing that uses expressive language written in a series of lines and stanzas

Point of View – the perspective or angle from which a story is told

Problem – a situation in a story which is often confusing, troubling, distressing, or conflicting and which needs a solution

Pronoun – a word used in place of a noun (usually to prevent too much repetition)

Radial Diagram – a type of graphic used to show how things are related to one another

Relationships – the dynamics of who a character gets along with or does not get along with

Resolution – the part of plot in which a story's problems and conflicts are solved, and which often is the final part of a story

Rhyme – the use of words that sound very much alike

Rhythm – the way the lines in a poem sound when you read them

Rising Action – the part of plot that happens after the conflict, and which consists of events leading up to the climax

Sequence – the order in which things happen

Setting – the time and place in which the events of a story occur

Simile – a comparison of two different things that uses either "as" or "like"

Solution – the process of solving a problem, or reducing the amount of conflict or distress caused by the problem

Statement – a sentence that is neither a question nor an exclamation

Subheading – a heading that tells you the general topic of a paragraph located under a main heading

Subject – the person, place, thing, or idea that is doing or being something in a sentence

Summary – a brief description of a story or event, identifying the main idea of passage and the most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Synonyms – words that have the same, or almost the same, meaning

Table – a type of chart that organizes similar types of information, first listing certain kinds of categories, and then listing different things that fit into those categories

Tense – form of a verb that tells you when the action takes place

Theme – the central idea or meaning of a story or article

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Topic Sentence – a sentence that appears at the beginning of the paragraph, and which tells you what the paragraph will be generally about

Traits – a character's qualities

Verb – the action word in a sentence

Unit/Module Student Learning Outcomes:	Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
	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.
	Informational: 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
	Informational: 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 aiding comprehension. Opinion: 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. Narrative: 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.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Write with an awareness of style.
	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.
	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	Draw evidence from text to support analysis, reflection, and research.
	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.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	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.
Unit/Module Materials:	Harcourt Language Series
	-workbook
	Crosswalk Coach for the Common Core State Standards test preparation workbook
	Websites: www.studyisland.com

STANDARDS

CC.1.4.5.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.5.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.5.C (Advanced)	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 (Advanced)	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 aiding comprehension.
CC.1.4.5.E (Advanced)	Write with an awareness of style.
CC.1.4.5.F (Advanced)	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.5.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.5.I (Advanced)	Provide reasons that are supported by facts and details; draw from credible sources.
CC.1.4.5.J (Advanced)	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.1.4.5.K (Advanced)	Write with an awareness of style.
CC.1.4.5.L (Advanced)	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.5.O (Advanced)	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 (Advanced)	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 (Advanced)	Write with an awareness of styles.
CC.1.4.5.R (Advanced)	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.5.S (Advanced)	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 (Advanced)	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 (Advanced)	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 (Advanced)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W (Advanced)	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 (Advanced)	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.

Lesson Topic: Writing Informative/Explanatory Texts

Core Lesson/Topic Description:	Students develop skills of informational, agrumentative, and narrative writing, as well as the ability to engage in evidence-based analysis of text and research.
Core Lesson/Topic Big Ideas:	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
	Effective research requires multiple sources of information to gain or expand knowledge.
Core Lesson/Topic Essential Questions:	1. What is the purpose?
	2. Who is the audience?
	3. How does a reader know a source can be trusted?
	4. What does a reader look for and how can s/he find it?
	5. Does your writing reflect the 5 components of quality writing?
	6. Did you edit and revise your writing to include robust vocabulary and accurate grammar conventions?
	7. Did you maintain a clear and consistent focus throughout your writing?
Core Lesson/Topic Key Terminology & Definitions:	Adjective – a word that describes a noun
	Adverb – a word that describes a verb
	Capitalization – the process of making the first letter in a word an Upper-Case letter
	Comma- a special kind of punctuation that is used to indicate a pause or separation in writing
	Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases in a sentence
	Detail – a sentence or fact that gives you information about a topic
	Informational Passage – a passage that gives you facts without trying to make you feel a certain way
	Main Idea – what a story or passage is mainly about
	Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements
	Sequence – the order in which things happen
	Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence
	Tense – form of a verb that tells you when the action takes place
	Verb – the action word in a sentence
Core Lesson/Topic Student Learning Outcomes:	Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic.
	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.

Informational: 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.

Informational: 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 aiding comprehension.

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

Write with an awareness of style.

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.

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

Draw evidence from text to support analysis, reflection, and research.

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.

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

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.

Core Lesson/Topic Instructional Procedures & Activities:	**Writing:**
	
	Core Lesson1: Writing Informative/Explanatory Texts
	
	   - Identify characteristics of INFOMRATIVE WRITING - Model/discuss writing introductory paragraphs that clearly identify the topic - Model/discuss writing body paragraphs with specific details and clearly defined steps - Model/discuss writing conclusion paragraphs that restate the topic/task - Introduce writing with a VARIETY OF SENTENCES - Introduce SIMPLE, COMPOUND, & COMPLEX SENTENCES - Introduce COMMAS & CONJUNCTIONS to write simple, compound, and complex sentences - Review using TRANSITION WORDS - Review WORD CHOICE/REVISING - Teach/Model the "Flip and Enhance" method - Review EDITING - Review using the peer and/or self editing checklists to correct grammar, usage, capitalization, punctuation, and spelling errors Standards:
	
	    C.C.1.4.5.A
	
	    C.C.1.4.5.B
	
	    C.C.1.4.5.C
	
	    C.C.1.4.5.D
	
	    C.C.1.4.5.E
	
	    C.C.1.4.5.F
	
	    C.C.1.4.5.T
	
	    C.C.1.4.5.X

Core Lesson/Topic Materials:	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School.			
	www.studyisland.com			
	Crosswalk Coach for the Common Core Standards, English Language Arts, Grade 5			
Core Lesson/Topic Notes:	The information contained in this core lesson came from the previously established writing curriculum. (2012-2013)			
Differentiated Instruction:	Content variation			
Accommodations:	More Less Support	Time Adjustment Extension	Varied Outcomes	
Adaptations/Modifications:	Decrease Assignments	Similar Different Outcomes		
Enrichment/Extensions:	Acceleration	Increased Depth of Study		
Summative Evaluations:	Project Completion	PSSA Writing		
Formative Assessments:	Think Pair Share Student Conference Observation	Journal Entry Portfolio Check Oral Questioning	Question and Answer Exit Cards Popsicle Sticks	Ticket to Leave Hand Signals Turn to Your Partner
Data-Based Instructional Practices:	Summarizing and note-taking	Reinforcing effort, giving praise and providing recognition	Homework and practice	Setting objectives and providing feedback

Lesson Topic: Writing Narrative Texts

Core Lesson/Topic Description:	Students develop skills as well as the ability to engage in evidence-based analysis of text and research.
Core Lesson/Topic Big Ideas:	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
	Effective research requires multiple sources of information to gain or expand knowledge.
Core Lesson/Topic Essential Questions:	1. What is the purpose?
	2. Who is the audience?
	3. How does a reader know a source can be trusted?
	4. What does a reader look for and how can s/he find it?
	5. Does your writing reflect the 5 components of quality writing?
	6. Did you edit and revise your writing to include robust vocabulary and accurate grammar conventions?
	7. Did you maintain a clear and consistent focus throughout your writing?
Core Lesson/Topic Key Terminology & Definitions:	Adjective – a word that describes a noun
	Adverb – a word that describes a verb
	Capitalization – the process of making the first letter in a word an Upper-Case letter
	Comma- a special kind of punctuation that is used to indicate a pause or separation in writing
	Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases in a sentence

Detail – a sentence or fact that gives you information about a topic.

Main Idea – what a story or passage is mainly about.

Narrative – a type of writing that describes a sequence of events; a story

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements.

Sequence – the order in which things happen.

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence.

Tense – form of a verb that tells you when the action takes placeVerb – the action word in a sentence

Core Lesson/Topic Student Learning Outcomes:	Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters. 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. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Narrative: 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Write with an awareness of style. 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. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Draw evidence from text to support analysis, reflection, and research. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.

Core Lesson/Topic Instructional Procedures & Activities:	**Writing:**
	 Core Lesson2: Writing Narrative Texts
	- Identify characteristics of NARRATIVE WRITING
	   o Model/discuss writing introductory paragraphs that clearly identify the SETTING, CHARACTERS, CONFLICT
	   o Model/discuss using TRANSITION WORDS to develop a plot that unfolds naturally and sequentially
	- Introduce writing with a VARIETY OF SENTENCES & STYLE
	   o Introduce DIALOGUE
	       ▪ Introduce QUOTATION MARKS to punctuate dialogue
	   o Review WORD CHOICE
	       ▪ Introduce SENSORY DETAILS to convey characters' precise experiences
	- Review EDITING
	   o Review using the peer and/or self editing checklists to correct grammar, usage, capitalization, punctuation, and spelling errors

Standards:

C.C.1.4.5.M

C.C.1.4.5.N

C.C.1.4.5.O

C.C.1.4.5.P

C.C.1.4.5.Q

C.C.1.4.5.R

C.C.1.4.5.T

C.C.1.4.5.X

Core Lesson/Topic Materials:	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School. www.studyisland.com Crosswalk Coach for the Common Core Standards, English Language Arts, Grade 5
Core Lesson/Topic Notes:	The information contained in this core lesson came from the previously established writing curriculum. (2012-2013)

Differentiated Instruction:	Content variation	Pairs	Peer tutoring	
Accommodations:	Assignment Variations	More Less Support	Technology	Time Adjustment Extension
Adaptations/Modifications:	Alternative Goals	Similar Different Outcomes	Technology	
Enrichment/Extensions:	Acceleration	Increased Depth of Study	Research Project	
Summative Evaluations:	Chapter Test	PSSA Writing		
Formative Assessments:	Think Pair Share Quiz Oral Questioning	Self Assessment Journal Entry Observation	Ticket to Leave Exit Cards Hand Signals	Question and Answer Popsicle Sticks Homework Quizzes Tests

Lesson Topic: Writing Opinion/Argumentative Texts

Core Lesson/Topic Description:	Students develop skills of argumentative writing, as well as the ability to engage in evidence-based analysis of text and research.
Core Lesson/Topic Big Ideas:	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective research requires multiple sources of information to gain or expand knowledge.
Core Lesson/Topic Essential Questions:	1. What is the purpose? 2. Who is the audience? 3. How does a reader know a source can be trusted? 4. What does a reader look for and how can s/he find it? 5. Does your writing reflect the 5 components of quality writing?

6. Did you edit and revise your writing to include robust vocabulary and accurate grammar conventions?

7. Did you maintain a clear and consistent focus throughout your writing?

Core Lesson/Topic Key Terminology & Definitions:

Adjective – a word that describes a noun

Adverb – a word that describes a verb

Article – a word that comes before a noun, telling you whether the noun is definite or indefinite

Author - the person who wrote the story, article, play, drama, or other passage

Capitalization – the process of making the first letter in a word an Upper-Case letter

Comma- a special kind of punctuation that is used to indicate a pause or separation in writing

Concluding Sentence – the sentence that ends the paragraph

Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases in a sentence

Definite Noun- a specific person, place, thing or idea

Detail – a sentence or fact that gives you information about a topic

Dialogue – the spoken conversation between characters in any type of writing

Fact – information that can be proven

Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Indefinite Noun – A person, place, thing, or idea that is not specific

Informational Passage – a passage that gives you facts without trying to make you feel a certain way

Main Idea – what a story or passage is mainly about

Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Paragraph – a carefully built piece of writing used to communicate information and which consists of a topic sentence, supporting sentences, and a concluding sentence

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements

Persuasive Passage – a type of passage that tries to change your mind about something or tries to make you think or feel a certain way about something

Pronoun – a word used in place of a noun (usually to prevent too much repetition)

Subheading – a heading that tells you the general topic of a paragraph located under a main heading

Subject – the person, place, thing, or idea that is doing or being something in a sentence

Summary – a brief description of a story or event, identifying the main idea of passage and the most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Tense – form of a verb that tells you when the action takes place

Topic Sentence – a sentence that appears at the beginning of the paragraph, and which tells you what the paragraph will be generally about

Verb – the action word in a sentence

Core Lesson/Topic Student Learning Outcomes:	Opinion: Introduce the topic and state an opinion on the topic.
	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.
	Opinion: Provide reasons that are supported by facts and details; draw from credible sources.
	Opinion: 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.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Write with an awareness of style.
	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.
	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	Draw evidence from text to support analysis, reflection, and research.
	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.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	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.

Core Lesson/Topic Instructional Procedures & Activities:

<div align="center">

Writing:

Core Lesson 3: Writing Opinion/Argumentative Texts

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- Identify characteristics of OPINION/ARGUMENTATIVE WRITING
    - Model/discuss writing strong opening topic sentences/opinion statements
    - Model/discuss selecting and providing accurate reasons, facts, and details
        - Review selecting credible sources
    - Model/discuss writing conclusion paragraphs/call to action statements
- Review writing with a VARIETY OF SENTENCES & WORD CHOICES
    - Review using a combination of SIMPLE, COMPOUND, & COMPLEX SENTENCES
    - Review selecting vivid/robust vocabulary
- Review using TRANSITION WORDS to group opinions and their supporting reasons
- Review EDITING
    - Review using the peer and/or self editing checklists to correct grammar, usage, capitalization, punctuation, and spelling errors

Standards:

C.C.1.4.5.G

C.C.1.4.5.H

C.C.1.4.5.I

C.C.1.4.5.J

C.C.1.4.5.K

C.C.1.4.5.L

C.C.1.4.5.T

C.C.1.4.5.X

Core Lesson/Topic Materials:	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School.
	www.studyisland.com
	Crosswalk Coach for the Common Core Standards, English Language Arts, Grade 5
Core Lesson/Topic Notes:	The information contained in this core lesson came from the previously established writing curriculum. (2012-2013)

Differentiated Instruction:	Content variation	Peer tutoring		
Accommodations:	Assignment Variations	More Less Support	Technology	Time Adjustment Extension
Adaptations/Modifications:	Alternative Goals	Similar Different Outcomes	Technology	
Enrichment/Extensions:	Acceleration	Increased Depth of Study	Independent Study	Research Project
Summative Evaluations:	Chapter Test	PSSA Writing		
Formative Assessments:	Think Pair Share	Quiz	Question and Answer	Ticket to Leave
	Self Assessment	Student Conference	Exit Cards	Homework Quizzes Tests
	Hand Signals	Observation	Oral Questioning	Popsicle Sticks

Lesson Topic: Conducting a Research Report

Core Lesson/Topic Description:	Develop skills of informational, narrative, argumentative writing styles while engaging in evidence-based analysis of text and research.
Core Lesson/Topic Big Ideas:	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
	Effective research requires multiple sources of information to gain or expand knowledge.
Core Lesson/Topic Essential Questions:	1. What is the purpose?
	2. Who is the audience?
	3. How does a reader know a source can be trusted?
	4. What does a reader look for and how can s/he find it?
	5. Does your writing reflect the 5 components of quality writing?
	6. Did you edit and revise your writing to include robust vocabulary and accurate grammar conventions?
	7. Did you maintain a clear and consistent focus throughout your writing?
Core Lesson/Topic Key Terminology & Definitions:	Adjective – a word that describes a noun
	Adverb – a word that describes a verb
	Capitalization – the process of making the first letter in a word an Upper-Case letter
	Comma- a special kind of punctuation that is used to indicate a pause or separation in writing
	Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases

in a sentence

Detail – a sentence or fact that gives you information about a topic

First Person – a narrative style told from the viewpoint of a character in a book

Flowchart – a type of graphic used to show how one step in a process leads to another, also called a graphic organizer

Informational Passage – a passage that gives you facts without trying to make you feel a certain way

Main Idea – what a story or passage is mainly about

Narrative – a type of writing that describes a sequence of events; a story

Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Organizational Chart – a type of graphic used to show where things and/or people are situated within an organization

Paragraph – a carefully built piece of writing used to communicate information and which consists of a topic sentence, supporting sentences, and a concluding sentence

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements

Persuasive Passage – a type of passage that tries to change your mind about something or tries to make you think or feel a certain way about something

Sequence – the order in which things happen

Summary – a brief description of a story or event, identifying the main idea of passage and the most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Tense – form of a verb that tells you when the action takes place

Verb – the action word in a sentence

Core Lesson/Topic Student Learning Outcomes:	Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
	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.
	Informational: 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. Opinion: Provide reasons that are supported by facts and details; draw from credible sources. Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
	Informational: 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 aiding comprehension. Opinion: 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. Narrative: 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.
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Write with an awareness of style.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.

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

Draw evidence from text to support analysis, reflection, and research.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.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Core Lesson/Topic Instructional Procedures & Activities:	**Writing:**
	
	Core Lesson 5: Conducting a Research Report
	
	- Identify purpose and characteristics of RESEARCH REPORTS
	  - Model/discuss writing introductory paragraphs that clearly identify the topic
	  - Model/discuss writing body paragraphs with specific details
	  - Model/discuss writing conclusion paragraphs that restate the topic/task
	- Introduce PARAPHRASING
	  - Model selecting key information from a variety of sources and avoiding plagiarism
	  - Review selecting credible sources
	- Review writing with a VARIETY OF SENTENCES & WORD CHOICES
	  - Review using a combination of SIMPLE, COMPOUND, & COMPLEX SENTENCES
	  - Review selecting vivid/robust vocabulary
	- Review using TRANSITION WORDS to organize information in a logical manner
	- Review EDITING
	  - Review using the peer and/or self editing checklists to correct grammar, usage, capitalization, punctuation, and spelling errors
	
	Standards:
	
	C.C.1.4.5.A
	
	C.C.1.4.5.B
	
	C.C.1.4.5.C
	
	C.C.1.4.5.D
	
	C.C.1.4.5.E
	
	C.C.1.4.5.F
	
	C.C.1.4.5.T
	
	C.C.1.4.5.V
	
	C.C.1.4.5.W
	
	C.C.1.4.5.X

Core Lesson/Topic Materials:	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School. www.studyisland.com Crosswalk Coach for the Common Core Standards, English Language Arts, Grade 5

Core Lesson/Topic Notes:	The information contained in this core lesson came from the previously established writing curriculum. (2012-2013)			
Differentiated Instruction:	Independent study	Process difference	Small group	
Accommodations:	Assignment Variations	More Less Support	Time Adjustment Extension	Varied Outcomes
Adaptations/Modifications:	Decrease Assignments	Similar Different Outcomes	Technology	
Enrichment/Extensions:	Acceleration	Increased Depth of Study	Research Project	
Summative Evaluations:	Chapter Test	PSSA Writing		
Formative Assessments:	Think Pair Share	Self Assessment	Survey Students	Ticket to Leave
	Question and Answer	Quiz	Journal Entry	Exit Cards
	Popsicle Sticks	Oral Questioning	Observation	Hand Signals
	Homework Quizzes Tests			
Data-Based Instructional Practices:	Summarizing and note-taking	Reinforcing effort, giving praise and providing recognition	Homework and practice	Organizing students into cooperative learning groups
	Setting objectives and providing feedback			

Unit: Speaking and Listening

Unit/Module Description:	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Integration of Knowledge and Ideas • Conventions of Standard English
Unit/Module Big Ideas:	1. Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating. 2. Effective speakers prepare and communicate messages to address the audience and purpose.
Unit/Module Essential Questions:	1. What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear? 2. How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
Unit/Module Key Terminology & Definitions:	Comma- a special kind of punctuation that is used to indicate a pause or separation in writing Conjunction- a joining word, such as "and" or "or", used to link two or more ideas or phrases in a sentence Context – what is happening in the sentence of paragraph Detail – a sentence or fact that gives you information about a topic Dialogue – the spoken conversation between characters in any type of writing Fact – information that can be proven First Person – a narrative style told from the viewpoint of a character in a book Heading – a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be Main Idea – what a story or passage is mainly about Narrator – the person telling the story Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person

Paragraph – a carefully built piece of writing used to communicate information and which consists of a topic sentence, supporting sentences, and a concluding sentence

Period – a type of punctuation used to indicate that a sentence has ended; periods are only used with statements

Point of View – the perspective or angle from which a story is told

Statement – a sentence that is neither a question nor an exclamation

Subject – the person, place, thing, or idea that is doing or being something in a sentence

Summary – a brief description of a story or event, identifying the main idea of passage and the most important details

Supporting Sentence – A sentence that gives you more information about the topic introduced in the topic sentence, or a sentence that provides evidence to support the point made in the topic sentence

Theme – the central idea or meaning of a story or article

Third Person – a narrative style in which the narrator is an all-knowing being, not directly involved with the story

Title – name of a book, story, poem, article, play, etc

Topic Sentence – a sentence that appears at the beginning of the paragraph, and which tells you what the paragraph will be generally about

Unit/Module Student Learning Outcomes:

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

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

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

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

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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.

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

Unit/Module Materials:

Harcourt Storytown Themes 1-6
-series workbooks
-leveled readers

Harcourt Language Series
-workbook

Crosswalk Coach for the Common Core State Standards test preparation workbook

Novel Suggestions:

-Hatchet, by Gary Paulsen
-Tiger Rising, by Kate DiCamillo
-I Survived series, by Lauren Tarshis
-Island of the Blue Dolphins, by Scott O'Dell

Websites:
www.studyisland.com

http://www.pcboe.net/les/elderweb/harcourtresources.htm
http://www.harcourtschool.com/storytown/
www.scholastic.com

Unit/Module Notes:	These skills and standards are and can be addressed within the Reading Informational Text, Reading Literature, and Writing components.

STANDARDS

<u>STATE: PA Common Core Standards (2012)</u>

CC.1.5.5.A (Advanced)	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 (Advanced)	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 (Advanced)	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CC.1.5.5.D (Advanced)	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 (Advanced)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CC.1.5.5.F (Advanced)	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.5.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.

Lesson Topic: Oral Presentation of Ideas

Core Lesson/Topic Description:	Students focus on communication skills that enable critical listening and effective presentation of ideas.
Core Lesson/Topic Big Ideas:	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
Core Lesson/Topic Essential Questions:	1. How does the purpose and audience influence how the speaker delivers their message? 2. What resources does the speaker use to effectively communicate their message? 3. How does effective speaking influence understanding on the part of the listener?
Core Lesson/Topic Key Terminology & Definitions:	Fact – information that can be proven Main Idea – what a story or passage is mainly about Opinion – a viewpoint or personal belief that cannot be proven true or false; opinions often vary from person to person Point of View – the perspective or angle from which a story is told Statement – a sentence that is neither a question nor an exclamation Fluency- The clear, easy, written or spoken expression of ideas; freedom from work-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading. Reading Rate: The speed at which a person reads, usually silently Voice: The fluency, rhythm and liveliness in writing that make it unique to the writer.
Core Lesson/Topic	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

Student Learning Outcomes:	volume, appropriate pacing, and clear pronunciation.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.
	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Core Lesson/Topic Instructional Procedures & Activities:

<div align="center">

Speaking and Listening:

Core Lesson 1: Oral Presentation of Ideas

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Apply throughout the year with various reading and writing assignments.

- Review controlling RATE, VOLUME & FLUENCY when speaking in large or small groups
  - Employ Literature Circles when reading selections in the Storytown Series
    - Students will speak aloud to their small group/literature circle to illustrate their comprehension of the reading selection, define key or unknown vocabulary, summarize the text, etc.
  - Assign weekly fluency practice
    - Assign students a selection from a text to practice before reading aloud to model effective pacing, intonations, volume, pronunciation, etc.
      - Suggestions to choose from:
        - A sample of their own writing
        - A short passage from the current reading story
        - An article from the newspaper/current event
        - Poetry
  - Multimedia presentations can be created and presented in collaboration with other content area teachers and/or specialists *NOTE: the projects listed below are known to already be implemented in some schools
    - Music: Instrument/Musician reports
    - Computers: Book report power points
    - Social Studies/Science multimedia projects would also integrate the Speaking and Listening standards

Standards:

  C.C.1.5.5.A

  C.C.1.5.5.B

  C.C.1.5.5.C

  C.C.1.5.5.D

  C.C.1.5.5.E

  C.C.1.5.5.F

  C.C.1.5.5.G

C.C. 1.1.5.E

Core Lesson/Topic Materials:	Farr, R.C., Strickland, D.S., Brown, H., Kutiper, K.S., Yopp, H.K. (2007) Harcourt Language. United States of America: Harcourt School.
	www.studyisland.com
	Crosswalk Coach for the Common Core State Standards
Core Lesson/Topic Notes:	This core lesson is one that can be applied throughout the year with various reading and writing assignments.
Differentiated Instruction:	Content variation Pairs Small group

Accommodations:	More Less Support	Strategy Variation	Time Adjustment Extension	Varied Outcomes
Adaptations/Modifications:	Similar Different Outcomes	Technology		
Enrichment/Extensions:	Increased Breadth of Study	Increased Depth of Study	Research Project	
Summative Evaluations:	PSSA Writing			
Formative Assessments:	Think Pair Share Concept Mapping	Journal Entry Observation	Question and Answer Turn to Your Partner	Student Conference Web or Concept Map
Benchmark Assessments:	4 Sight			
Data-Based Instructional Practices:	Summarizing and note-taking	Reinforcing effort, giving praise and providing recognition	Setting objectives and providing feedback	Cues, questions, and advanced organizers