

**SAMUEL P. MORTON ELEMENTARY SCHOOL
ENGLISH 5 CURRICULUM GUIDE**

English 5 Quarter 2 Snapshot

Reading Products:		Authentic Writing Product:	
<ul style="list-style-type: none"> Research Product – Further Explores Topic from Novel 		<ul style="list-style-type: none"> Descriptive / Expository Essay Research Product 	
Week	Unit Info	Vocabulary & Reading Focus	Writing & Research Focus
10	Unit 2: Belonging & Acceptance Novel: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff	<ul style="list-style-type: none"> 5.4c Homophones 5.5j Conclusions & inferences 5.5l Paired passages 5.6g Inferences & conclusions 	<ul style="list-style-type: none"> 5.7a Writing as a process 5.7c Prewriting 5.8c Interjections 5.8f Commas for direct address
11	Unit 2: Belonging & Acceptance Novel: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff	<ul style="list-style-type: none"> 5.4c Synonyms & antonyms 5.5k Cause & effect 5.6h Cause & effect 	<ul style="list-style-type: none"> 5.7d Introduce & develop a topic 5.7f Patterns of organization 5.7i Multi-paragraph composition 5.8f Commas for items in a series
12	Unit 2: Belonging & Acceptance Novel: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff Week 12 Mini-Assessment	<ul style="list-style-type: none"> 5.4c Roots & affixes 5.5l Paired passages 5.6c Main idea 	<ul style="list-style-type: none"> 5.7e Central idea 5.7g Topic sentences 5.7l Revise writing for clarity 5.8 Edit writing 5.8f Commas for interrupters
13	Unit 2: Belonging & Acceptance Novel: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff Authentic Writing Product Due	<ul style="list-style-type: none"> 5.4c Roots & affixes 5.5a Summarize plot 5.6d Summarize nonfiction 	<ul style="list-style-type: none"> 5.7a Writing as a process (publishing) 5.8f Commas review
14	Unit 2: Belonging & Acceptance Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks	<ul style="list-style-type: none"> 5.4e Word-reference materials 5.6a Text features 5.6b Skim materials 5.6j Paired passages 	<ul style="list-style-type: none"> 5.8a Plural possessives 5.9 Research process 5.9a Construct questions about a topic
15	Unit 2: Belonging & Acceptance	<ul style="list-style-type: none"> 5.4e Word-reference materials 5.6i Fact & opinion 	<ul style="list-style-type: none"> 5.8a Plural possessives

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	<p>Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <p>Week 15 Mini-Assessment</p>		<ul style="list-style-type: none"> • 5.9 b Collect information about a topic • 5.9c Relevance, reliability, and credibility of information
16	<p>Unit 2: Belonging & Acceptance</p> <p>Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p>	<ul style="list-style-type: none"> • 5.4c Roots, affixes, synonyms, antonyms, & homophones • 5.6e Organizational patterns • 5.6f Organizational patterns signal words 	<ul style="list-style-type: none"> • 5.7k Transition words • 5.8d Prepositional phrases • 5.9d Give credit to sources • 5.9e Avoid plagiarism
17	<p>Unit 2: Belonging & Acceptance</p> <p>Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <p>Benchmark Testing May Begin</p>	<ul style="list-style-type: none"> • 5.4a Context clues • 5.6e Organizational patterns • 5.6f Organizational patterns signal words 	<ul style="list-style-type: none"> • 5.7k Transition words • 5.8d Prepositional phrases • 5.9 Finalize research product
18	<p>Unit 2: Belonging & Acceptance</p> <p>Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <p>Research Product Due Benchmark Testing</p>	<ul style="list-style-type: none"> • Review vocabulary & reading skills (data-driven) • Reading Benchmark 	<ul style="list-style-type: none"> • Review writing and grammar skills (data-driven) • On Demand Writing Assessment • Writing Benchmark

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Week: 10

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
 - Understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words.

Reading:

- **5.5j) Draw conclusions and make inferences with support from the text.**
 - Refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences.
 - Make, confirm, or revise predictions.
- **5.5l) Compare/contrast details in literary and informational nonfiction texts.**
 - Understand the similarities and differences between literary and informational nonfiction texts.
 - Analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
 - Understand that readers draw conclusions and make inferences based on details and information from the text.
 - Draw conclusions and make inferences using the text as support.

Writing:

- **5.7a) Engage in writing as a process.**
 - Understand that writers use the writing process, including planning, drafting, editing, and publishing.
 - Understand the domains of writing include composing, written expression, and usage/mechanics.
 - Write focusing on the composing domain features of central idea, organization, unit, and elaboration.
 - Write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety.
- **5.7c) Use a variety of prewriting strategies.**
- **5.7c) Use interjections.**
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use interjections, (e.g., “Yikes, look at the size of that bug!”)
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**

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- Punctuate correctly
 - Commas (e.g., items in a series; to set off the words *yes* and *no*; and to indicate **direct address** [*“Is that you, Zoe?”*])

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- 5.4a) Use context to clarify meaning of unfamiliar words and phrases.
- 5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- 5.4d) Identify an author’s use of figurative language.

Reading:

- 5.5a) Summarize plot events using details from text.
- 5.5b) Discuss the impact of setting on plot development.
- 5.5c) Describe character development.
- 5.5d) Identify theme(s).
- 5.5e) Explain the resolution of conflict(s).
- 5.5g) Differentiate between first- and third-person point of view.
- 5.5k) Identify cause and effect relationships.

Writing:

- 5.8e) Use quotation marks with dialogue.
- 5.8h) Edit for fragments and run-ons.
- 5.8k) Use coordinating conjunctions.

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? 	<p>Reading & Vocabulary Mini-Lessons & Activities</p> <p>Mini-Lesson: Homophones</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher's Guide: Homophones & Homographs • See HMH for multiple lessons and guides on homophones • ReadWriteThink: Develop an Understanding of Homophones • Homophones Worksheets • Homophones & Homographs • Homophones Online Games • Vocabulary Homophones Online Games • Vocabulary City Homophones Games 	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Homophones 2. Conclusions 3. Inferences 4. Expository Writing 5. Direct Address 6. Interjection 7. Comma <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS
<p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How can identifying homophones help to increase our vocabulary? • Why is background knowledge important in making inferences and drawing conclusions? • How do commas help us to clarify our intended messages in our writing? 	<p>Mini-Lesson: Conclusions & Inferences</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher's Guide: Make Inference • HMH Anchor Chart: Make Inferences • HMH Graphic Organizer: Make Inferences • HMH Graphic Organizer: Infer • 8 Activities to Build Inference Skills • eReading: Inferences 	<p align="center">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>

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	<p>Mini-Lesson: Paired Passages</p> <p>Begin reading class novel (Whole Group & Independent Reading)</p> <ul style="list-style-type: none"> • Finish by the end of Week 13 • Introduce author, novel, and unit • Preview vocabulary • Spiral in story elements, context clues, figurative language, cause & effect, & summarizing <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities Introduction to Descriptive / Expository Writing</p>	<ul style="list-style-type: none"> • Reading Rockets: Inference • SPM Grades 3-5 Reading Resources Drive Folder • 6 Ways to Teach Paired Passages • Tips for Teaching Paired Passages <p>Novel Study: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff</p> <ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive 	<p>Released Tests & Item Sets</p> <hr/> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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	<ul style="list-style-type: none">• Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13)• Overview of Essay Expectations & Prompt• Mini-Lesson: Descriptive/Expository Writing• Prewriting <p>Grammar Mini-Lesson: Interjections & Direct Address</p> <ul style="list-style-type: none">• Use novel as mentor text for this skill.	<ul style="list-style-type: none">• HMH Teacher's Guide: Expository Writing• HMH Sample Expository Essay Rubric• HMH Model Expository Essay <ul style="list-style-type: none">• SPM Grades 3-5 Writing & Grammar Resources Google Drive• HMH Teacher's Guide: Interjections & Dialogue• HMH Teacher's Guide: Using & Reviewing Interjections• HMH Teacher's Guide: Commas with Introductory Elements• Commas with Direct Address Practice• Interjections Practice• Schoolhouse Rock: Interjections	
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Week: 11

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
 - Understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words.
 - Apply knowledge of roots, affixes, synonyms, antonyms, and homophones.

Reading:

- **5.5k) Identify cause and effect relationships.**
- **5.6h) Identify cause and effect relationships.**

Writing:

- **5.7d) Introduce and develop a topic, incorporating evidence and supporting details.**
 - Focus, organize, and elaborate to construct an effective message for the reader.
 - Select specific information to guide readers more purposefully through the piece.
- **5.7f) Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.**
 - Recognize different forms of writing have different patterns of organization
 - Descriptive / Expository
 - Clearly introduce a topic and organize information in paragraphs.
 - Use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
 - Use specific vocabulary to inform and explain the topic.
 - Provide a conclusion related to the topic.
- **5.7i) Write multi-paragraph compositions.**
 - Write multi-paragraph compositions focused on a central idea, organizing related information in paragraphs.
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
 - Punctuate correctly
 - Commas (e.g., items in a series; to set off the words *yes* and *no*; and to indicate direct address [*Is that you, Zoe?*])

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- Use a comma to separate coordinate adjectives (e.g., “It was a *fascinating, enjoyable* movie.”)

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- 5.4a) Use context to clarify meaning of unfamiliar words and phrases.
- 5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- 5.4d) Identify an author’s use of figurative language.

Reading:

- 5.5a) Summarize plot events using details from text.
- 5.5b) Discuss the impact of setting on plot development.
- 5.5c) Describe character development.
- 5.5d) Identify theme(s).
- 5.5e) Explain the resolution of conflict(s).
- 5.5g) Differentiate between first- and third-person point of view.
- 5.5j) Draw conclusions and make inferences with support from the text.
- 5.6g) Locate information from the text to support opinions, inferences, and conclusions.

Writing:

- 5.8e) Use quotation marks with dialogue.
- 5.8h) Edit for fragments and run-ons.
- 5.8k) Use coordinating conjunctions.

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? <p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How can identifying synonyms and antonyms help to increase our vocabulary? • How are patterns of cause and effect revealed within a text? • How do commas help us to clarify our intended messages in our writing? 	<p>Reading & Vocabulary Mini-Lessons & Activities Mini-Lesson: Synonyms & Antonyms</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • See HMH for multiple lessons and guides on synonyms & antonyms • HMH Teacher’s Guide: Synonyms & Antonyms • HMH Anchor Chart: Context Clues • English for Everyone: Synonyms & Antonyms • Synonym & Antonym Worksheets 	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Synonym 2. Antonym 3. Cause 4. Effect 5. Expository Writing 6. Items in a Series <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS 	
	<p>Mini-Lesson: Cause & Effect</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher’s Guide: Cause & Effect • HMH Anchor Chart: Cause & Effect • HMH Graphic Organizer: Cause & Effect • HMH Graphic Organizer: Discuss Cause & Effect • 7 Ways to Teach Cause & Effect • DePaul Cause & Effect Passages • Scholastic: Cause & Effect 	<p>VDOE RESOURCES</p>	<p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>
	<p>Class novel (Whole Group & Independent Reading)</p>	<p>Novel Study: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff</p>		

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	<ul style="list-style-type: none"> • Finish by the end of Week 13 • Spiral in story elements, context clues, figurative language, cause & effect, & summarizing • Focus on cause & effect <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities Introduction to Descriptive / Expository Writing</p> <ul style="list-style-type: none"> • Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13) • Drafting <p>Grammar Mini-Lesson: Commas for Items in a Series</p> <ul style="list-style-type: none"> • Use novel as mentor text for this skill. 	<ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Expository Writing • HMH Teacher's Guide: Drafting for Expository Writing <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Other Uses of Commas • HMH Teacher's Guide: Using Commas in Sentences 	<p>Released Tests & Item Sets</p> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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Week: 12

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
 - Understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words.
 - Apply knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - Identify the meaning of Greek and Latin affixes.

Reading:

- **5.5l) Compare/contrast details in literary and informational nonfiction texts.**
 - Understand the similarities and differences between literary and informational nonfiction texts.
 - Analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).
- **5.6c) Identify the main idea.**
 - Determine the main idea of a text and summarize supporting key details.

Writing:

- **5.7e) Organize information to convey a central idea.**
 - Focus, organize, and elaborate to construct an effective message for the reader.
- **5.7g) Write a clear topic sentence focusing on the main idea.**
 - Write a clear topic sentence focusing on the main idea.
- **5.7l) Revise writing for clarity of content, using specific vocabulary and information.**
 - Revise writing by consulting with peers and adults.
 - Choose precise, descriptive vocabulary and information to create tone and voice.
 - Include sentences of various lengths and beginnings to create a rhythm.
 - Clarify writing when revising.
- **5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.**
 - All students should understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.

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- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
 - Punctuate correctly
 - Commas (e.g., items in a series; to set off the words *yes* and *no*; and to indicate direct address [*“Is that you, Zoe?”*])
 - Use a comma to separate coordinate adjectives (e.g., “It was a *fascinating, enjoyable* movie.”)

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**
- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- **5.4d) Identify an author’s use of figurative language.**

Reading:

- **5.5a) Summarize plot events using details from text.**
- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**

Writing:

- **5.8e) Use quotation marks with dialogue.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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Thematic Unit Essential Questions: <ul style="list-style-type: none">• What does it mean to belong?• What shapes how we view ourselves and others?• How does acceptance shape our sense of belonging?• How does identity shape our perception of acceptance and belonging? Standards-Based Essential Questions: <ul style="list-style-type: none">• How can identifying roots and affixes help to increase our vocabulary?• How does identifying the main idea help us to create summaries?• How do commas help us to clarify our intended messages in our writing?	Week 12 Mini-Assessment	Reading & Vocabulary Mini-Lessons & Activities Mini-Lesson: Roots & Affixes <ul style="list-style-type: none">• SPM Grades 3-5 Reading Resources Drive Folder• See HMH for multiple lessons and guides on roots & affixes• ReadWriteThink: Common Content Area Roots & Affixes• Scholastic Roots Game• Tips, Tricks, & Tools for Teaching Roots & Affixes	Academic Vocabulary: <ol style="list-style-type: none">1. Roots2. Affixes3. Prefix4. Suffix5. Root Word6. Main Idea7. Expository Writing8. Interrupter
	Mini-Lesson: Main Idea	<ul style="list-style-type: none">• SPM Grades 3-5 Reading Resources Drive Folder• HMH Teacher's Guide: Central Idea• HMH Anchor Chart: Central Idea• HMH Graphic Organizer: Central Idea• Main Idea in the 5th Grade• 9 Strategies for Teaching Main Idea• PBS: Determining Main Idea• DePaul: Main Idea Passages	Novel Vocabulary (Fab Vocab): <ol style="list-style-type: none">1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS
	Class novel (Whole Group & Independent Reading)	Novel Study: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff <ul style="list-style-type: none">• Google Drive Novel Study Resources	VDOE RESOURCES VDOE English Homepage Text Dependent Questions Computer Adaptive Testing Tabbed Reading Passages Practice TestNav 8 Practice Items Using Statewide Results to Guide Instruction Online Writing Resources Vocabulary Resources English Sample Lesson Plans

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	<ul style="list-style-type: none"> • Finish by the end of Week 13 • Spiral in story elements, context clues, figurative language, cause & effect, & summarizing • Focus on main idea <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities Introduction to Descriptive / Expository Writing</p> <ul style="list-style-type: none"> • Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13) • Revising & Editing • Mini-Lesson: Topic Sentences (Connect to Main Idea) <p>Grammar Mini-Lesson: Commas for Interrupters</p> <ul style="list-style-type: none"> • Use novel as mentor text for this skill. 	<ul style="list-style-type: none"> • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Anchor Chart: Revising Checklist • HMH Anchor Chart: Editing Checklist <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Other Uses of Commas 	<p>Released Tests & Item Sets</p> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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		<ul style="list-style-type: none">• HMH Teacher's Guide: Using Commas in Sentences• Commas with Interrupters Practice• Commas to Set Off Interrupters• Grammar Bytes: Interrupter• Commas with Interrupters & Introductory Elements	
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Week: 13

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
 - Understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words.
 - Apply knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - Identify the meaning of Greek and Latin affixes.

Reading:

- **5.5a) Summarize plot events using details from text.**
 - Summarize important plot events, using specific details from the text.
 - Demonstrate comprehension and apply strategies to write about what is read.
- **5.6d) Summarize supporting details.**
 - Determine the main idea of a text and summarize supporting key details.
 - Demonstrate comprehension and apply strategies to write about what is read.

Writing:

- **5.7a) Engage in writing as a process.**
 - Understand that writers use the writing process, including planning, drafting, editing, and publishing.
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
 - Punctuate correctly
 - Commas (e.g., items in a series; to set off the words *yes* and *no*; and to indicate direct address [*“Is that you, Zoe?”*])
 - Use a comma to separate coordinate adjectives (e.g., “It was a *fascinating, enjoyable* movie.”)

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**

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- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- **5.4d) Identify an author's use of figurative language.**

Reading:

- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6c) Identify the main idea.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**

Writing:

- **5.8e) Use quotation marks with dialogue.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? 	<p>Reading & Vocabulary Mini-Lessons & Activities Continued Skill: Roots & Affixes</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • See HMH for multiple lessons and guides on roots & affixes • ReadWriteThink: Common Content Area Roots & Affixes • Scholastic Roots Game • Tips, Tricks, & Tools for Teaching Roots & Affixes 	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Roots 2. Affixes 3. Prefix 4. Suffix 5. Root Word 6. Summarize 7. Expository Writing <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS
<p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How can identifying roots and affixes help to increase our vocabulary? • How does summarizing reinforce our comprehension of a text? • How do commas help us to clarify our intended messages in our writing? 	<p>Mini-Lesson: Summarize</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher's Guide: Summarize • HMH Anchor Chart: Retell • HMH Teacher's Guide: Retell/Summarize • Reading Rockets: Summarizing • 5 Ways to Teach Summarizing • Scholastic: Sensational Summarizing Strategies • Teaching Theme & Summary 	<p align="center">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p>
	<p>Class novel (Whole Group & Independent Reading)</p> <ul style="list-style-type: none"> • Finish by the end of Week 13 	<p>Novel Study: <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff</p> <ul style="list-style-type: none"> • Google Drive Novel Study Resources 	<p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>

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	<ul style="list-style-type: none"> • Spiral in story elements, context clues, figurative language, cause & effect, & main idea • Focus on summarizing <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities Introduction to Descriptive / Expository Writing</p> <ul style="list-style-type: none"> • Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13 – THIS WEEK) • Publishing <p>Grammar Mini-Lesson: Commas Review</p> <ul style="list-style-type: none"> • Use novel as mentor text for this skill. 	<ul style="list-style-type: none"> • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Anchor Chart: Revising Checklist • HMH Anchor Chart: Editing Checklist <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Other Uses of Commas • HMH Teacher's Guide: Using Commas in Sentences 	<p>Released Tests & Item Sets</p> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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Week: 14

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4e) Use word-reference materials.**
 - Understand that word-reference resources can help the reader learn word meanings.
 - Understand the type of information found in word reference materials, such as a glossary, dictionary, and thesaurus.
 - Use word reference and context clues to determine which meaning is appropriate in a given situation.
 - Select and use the word-reference material, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

Reading:

- **5.6a) Use text features such as type, headings, and graphics, to predict and categorize information.**
- **5.6b) Skim materials to develop a general overview of content and to locate specific information.**
- **5.6j) Compare and contrast details and ideas within and between texts.**
 - Understand that ideas and topics are presented differently by different authors.
 - Compare and contrast two accounts or perspectives of the same event or topic.

Writing:

- **5.8a) Use plural possessives.**
 - Punctuate correctly
 - Apostrophes in contractions (e.g., *isn't*), and possessives (e.g., *Jan's*).
 - Use plural possessives, (e.g., "The *books'* covers are torn.")
- **5.9 The student will find, evaluate, and select appropriate resources to create a research product**
- **5.9a) Construct questions about a topic.**
 - Formulate research questions based on a topic.

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**
- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**

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- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
- **5.4d) Identify an author's use of figurative language.**

Reading:

- **5.5a) Summarize plot events using details from text.**
- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6c) Identify the main idea.**
- **5.6d) Summarize supporting details.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**

Writing:

- **5.8e) Use quotation marks with dialogue.**
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? <p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How do we use word-reference materials to enhance our vocabulary? • How do text features reinforce our comprehension of informational text? • How do apostrophes help us to clarify our intended messages in our writing? 	<p>Reading & Vocabulary Mini-Lessons & Activities Mini-Lesson: Word-Reference Skills</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • See HMH for multiple lessons and guides on word-reference materials • HMH Teacher’s Guide: Word-Reference Materials • Reference Materials Mini Lesson • Reference Materials Lesson & Activity • Quia: Which Reference? 	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Word-Reference Materials 2. Dictionary 3. Glossary 4. Thesaurus 5. Text Features 6. Possessives 7. Research <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS
	<p>Mini-Lesson: Text Features</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher’s Guide: Text Features • HMH Anchor Chart: Text Features • HMH Graphic Organizer: Text Features • Text Features Engaging Activities • Text Features Scavenger Hunt • Scholastic: Text Features • Text Features Activities • Text Features Practice 	<p>VDOE RESOURCES</p>
	<p>Begin class novel (Whole Group & Independent Reading)</p>	<p>Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p>	<p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>

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	<ul style="list-style-type: none"> • Introduce author and preview vocabulary • Spiral in story elements, context clues, figurative language, cause & effect, summarizing, & main idea <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities</p> <p>Introduction to Research</p> <ul style="list-style-type: none"> • Research Product (Due by the End of Week 18) • Mini-Lesson: Research Process • Overview of Research Project • Mini-Lesson: Constructing Questions About a Topic 	<ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Intro to Research • HMH Anchor Chart: Ask Questions • HMH Anchor Chart: Elements of Research • HMH Anchor Chart: Research • HMH Graphic Organizer: KW Chart • HMH Graphic Organizer: Developing Inquiry Questions 	<p>Released Tests & Item Sets</p> <hr/> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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	<p>Grammar Mini-Lesson: Plural Possessives / Apostrophes</p> <ul style="list-style-type: none">• Use novel as mentor text for this skill.	<ul style="list-style-type: none">• SPM Grades 3-5 Writing & Grammar Resources Google Drive• HMH Grammar Mini-lessons• HMH Teacher's Guide: Review Possessive Nouns• HMH Teacher's Guide: Possessive Pronouns• HMH Teacher's Guide: Singular & Plural Possessives• HMH Teacher's Guide: Using Possessives• HMH Teacher's Guide: Using Contractions Correctly	
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Week: 15

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4e) Use word-reference materials.**
 - Understand that word-reference resources can help the reader learn word meanings.
 - Understand the type of information found in word reference materials, such as a glossary, dictionary, and thesaurus.
 - Use word reference and context clues to determine which meaning is appropriate in a given situation.
 - Select and use the word-reference material, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

Reading:

- **5.6i) Differentiate between fact and opinion.**
 - Understand that ideas and topics are presented differently by different authors.
 - Compare and contrast two accounts or perspectives of the same event or topic.

Writing:

- **5.8a) Use plural possessives.**
 - Punctuate correctly
 - Apostrophes in contractions (e.g., *isn't*), and possessives (e.g., *Jan's*).
 - Use plural possessives, (e.g., "The *books'* covers are torn.")
- **5.9b) Collect and organize information from multiple resources.**
 - Recognize, organize, and record information pertinent to the topic and blend ideas accurately.
 - Understand how information is to be collected, analyzed, evaluated, organized, and presented.
 - Identify search terms to use when searching for information.
 - Analyze and use information presented on charts, maps, and graphs.
 - Skim to find information related to a topic.
- **5.9c) Evaluate the relevance, reliability, and credibility of information.**
 - Select information that is related to the topic.
 - Decide if information is relevant to the topic and reliable and credible for use.
 - Evaluate and synthesize related information from two or more sources.

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

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Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**
- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
- **5.4d) Identify an author's use of figurative language.**

Reading:

- **5.5a) Summarize plot events using details from text.**
- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5f) Identify genres.**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6c) Identify the main idea.**
- **5.6d) Summarize supporting details.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**

Writing:

- **5.8e) Use quotation marks with dialogue.**
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**
- **5.9a) Construct questions about a topic.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? <p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How do we use word-reference materials to enhance our vocabulary? • Why is it important to know the difference between fact and opinion when we critically analyze a text? • How do apostrophes help us to clarify our intended messages in our writing? 	<p style="text-align: center;">Week 15 Mini-Assessment</p> <p>Reading & Vocabulary Mini-Lessons & Activities Continued Skill: Word-Reference Skills</p> <p style="text-align: center;">Mini-Lesson: Fact & Opinion</p> <p style="text-align: center;">Class novel (Whole Group & Independent Reading)</p>	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • See HMH for multiple lessons and guides on word-reference materials • HMH Teacher's Guide: Word-Reference Materials • Reference Materials Mini Lesson • Reference Materials Lesson & Activity • Quia: Which Reference? • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher's Guide: Fact & Opinion • HMH Anchor Chart: Ideas & Support • 10 Ideas for Teaching Fact & Opinion • eReading: Fact & Opinion • Fact & Opinion Worksheets • DePaul Fact & Opinion Passages • PBS: The Buzz About Fact & Opinion <p>Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p>	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Word-Reference Materials 2. Dictionary 3. Glossary 4. Thesaurus 5. Fact 6. Opinion 7. Possessives 8. Research <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS <p style="text-align: center;">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>
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	<ul style="list-style-type: none"> • Finish by the end of Week 13 • Spiral in story elements, context clues, figurative language, cause & effect, summarizing, & main idea <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities Introduction to Research</p> <ul style="list-style-type: none"> • Research Product (Due by the End of Week 18) • Mini-Lesson: Relevance, Reliability, & Credibility of Sources • Begin collecting research <p>Grammar Mini-Lesson: Plural Possessives / Apostrophes</p>	<ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Teacher's Guide: Intro to Research • HMH Anchor Chart: Ask Questions • HMH Anchor Chart: Elements of Research • HMH Anchor Chart: Research • HMH Teacher's Guide: Gathering Sources 	<p>Released Tests & Item Sets</p> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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	<ul style="list-style-type: none">• Use novel as mentor text for this skill.	<ul style="list-style-type: none">• SPM Grades 3-5 Writing & Grammar Resources Google Drive• HMH Grammar Mini-lessons• HMH Teacher's Guide: Review Possessive Nouns• HMH Teacher's Guide: Possessive Pronouns• HMH Teacher's Guide: Singular & Plural Possessives• HMH Teacher's Guide: Using Possessives• HMH Teacher's Guide: Using Contractions Correctly	
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Week: 16

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
 - Understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words.
 - Apply knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - Identify the meaning of Greek and Latin affixes.

Reading:

- **5.6e) Identify organizational pattern(s).**
 - Understand how organizational patterns make the information easier to comprehend.
 - Identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
- **5.6f) Identify transitional words and phrases that signal an author's organizational pattern.**
 - Recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to,
 - Cause and effect (e.g., *if, then*)
 - Comparison/contrast (e.g., *similarly, on the other hand*)
 - Chronological (e.g., *today, meanwhile*)
 - Problem/solution (e.g., *the issue is, a possible remedy*)

Writing:

- **5.7k) Vary sentence structure by using transition words and prepositional phrases.**
 - Vary sentence structure by using transition words and phrases.
- **5.8d) Use prepositional phrases.**
- **5.9d) Give credit to sources used in research.**
 - Develop notes that include important concepts, summaries, and identification of information resources.
 - Prevent plagiarism and its consequences by giving credit to authors when ideas or specific words are used in research.
- **5.9e) Avoid plagiarism and use own words.**
 - Understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas.

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- Understand that there are consequences of plagiarism, according to the guidelines established by local school divisions.
- Summarize or paraphrase information in notes and finished work.
- Avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations.

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**
- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- **5.4d) Identify an author's use of figurative language.**
- **5.4e) Use word-reference materials.**

Reading:

- **5.5a) Summarize plot events using details from text.**
- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6c) Identify the main idea.**
- **5.6d) Summarize supporting details.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**
- **5.6i) Differentiate between fact and opinion.**

Writing:

- **5.8a) Use plural possessives.**
- **5.8e) Use quotation marks with dialogue.**
- **5.8f) Use commas to indicate interrupters, items in a series, and to indicate direct address.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**

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ENGLISH 5 CURRICULUM GUIDE**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? <p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none"> • How do we determine meanings of unfamiliar words in a text? • How does understanding organizational patterns help us determine our approach to analyzing a text? • Why is it important to paraphrase research? • How do transitions and prepositional phrases organize and add variety to our writing? 	<p>Reading & Vocabulary Mini-Lessons & Activities</p> <p>Mini-Lesson: Roots, Affixes, Synonyms, Antonyms, & Homophones</p> <p>Mini-Lesson: Organizational Patterns</p> <p>Class novel (Whole Group & Independent Reading)</p> <ul style="list-style-type: none"> • Finish by the end of Week 13 • Spiral in story elements, context clues, figurative 	<ul style="list-style-type: none"> • SPM Grades 3-5 Reading Resources Drive Folder • See HMH for multiple lessons and guides on 5.4c materials • SPM Grades 3-5 Reading Resources Drive Folder • HMH Teacher's Guide: Text Structures • HMH Anchor Chart: Text Structures • HMH Graphic Organizer: Problem-Solution • HMH Graphic Organizer: Cause & Effect • HMH Graphic Organizer: Chronological Order • HMH Graphic Organizer: Compare & Contrast • HMH Genre Study: Text Structures • eReading: Organizational Patterns • Org Patterns Practice <p>Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <ul style="list-style-type: none"> • Google Drive Novel Study Resources 	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Organizational Patterns 2. Cause & Effect 3. Chronological 4. Problem-Solution 5. Compare/Contrast 6. Plagiarism 7. Transition words 8. Prepositional phrases <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS <p style="text-align: center;">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p>

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	<p>language, cause & effect, summarizing, & main idea</p> <p>Guided Reading Groups</p> <ul style="list-style-type: none"> Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities</p> <p>Introduction to Research</p> <ul style="list-style-type: none"> Research Product (Due by the End of Week 18) Mini-Lesson: Plagiarism Finish conducting research <p>Grammar Mini-Lesson: Transitions & Prepositional Phrases</p> <ul style="list-style-type: none"> Use novel as mentor text for this skill. 	<ul style="list-style-type: none"> Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Anchor Chart: Elements of Research HMH Anchor Chart: Research HMH Teacher's Guide: Paraphrasing & Plagiarism HMH Practice: Plagiarism & Paraphrasing HMH Teacher's Guide: Paraphrasing vs. Plagiarism HMH Avoiding Plagiarism Checklist SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Grammar Mini-lessons 	<p>English Sample Lesson Plans</p> <p>Released Tests & Item Sets</p> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> Use for skill practice.
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		<ul style="list-style-type: none">• HMH Teacher's Guide: Identifying Transitions• HMH Teacher's Guide: Purposes of Transitions & Transitions in Writing• HMH Teacher's Guide: Review & Using Transitions• HMH Teacher's Guide: Prepositions• HMH Teacher's Guide: Prepositional Phrases	
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**SAMUEL P. MORTON ELEMENTARY SCHOOL
ENGLISH 5 CURRICULUM GUIDE**

Week: 17

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

NEW CONTENT:

Vocabulary:

- **5.4a) Use context to clarify meaning of unfamiliar words and phrases.**
 - Use context as a clue to infer the correct meanings of unfamiliar words and phrases.

Reading:

- **5.6e) Identify organizational pattern(s).**
 - Understand how organizational patterns make the information easier to comprehend.
 - Identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
- **5.6f) Identify transitional words and phrases that signal an author's organizational pattern.**
 - Recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to,
 - Cause and effect (e.g., *if, then*)
 - Comparison/contrast (e.g., *similarly, on the other hand*)
 - Chronological (e.g., *today, meanwhile*)
 - Problem/solution (e.g., *the issue is, a possible remedy*)

Writing:

- **5.7k) Vary sentence structure by using transition words and prepositional phrases.**
 - Vary sentence structure by using transition words and phrases.
- **5.8d) Use prepositional phrases.**
- **5.9 The student will find, evaluate, and select appropriate resources to **create a research product.****

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- **5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- **5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.**
- **5.4d) Identify an author's use of figurative language.**

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- **5.4e) Use word-reference materials.**

Reading:

- **5.5a) Summarize plot events using details from text.**
- **5.5b) Discuss the impact of setting on plot development.**
- **5.5c) Describe character development.**
- **5.5d) Identify theme(s).**
- **5.5e) Explain the resolution of conflict(s).**
- **5.5g) Differentiate between first- and third-person point of view.**
- **5.5j) Draw conclusions and make inferences with support from the text.**
- **5.5k) Identify cause and effect relationships.**
- **5.6c) Identify the main idea.**
- **5.6d) Summarize supporting details.**
- **5.6g) Locate information from the text to support opinions, inferences, and conclusions.**
- **5.6h) Identify cause and effect relationships.**
- **5.6i) Differentiate between fact and opinion.**

Writing:

- **5.8a) Use plural possessives.**
- **5.8e) Use quotation marks with dialogue.**
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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ENGLISH 5 CURRICULUM GUIDE**

<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none">• What does it mean to belong?• What shapes how we view ourselves and others?• How does acceptance shape our sense of belonging?• How does identity shape our perception of acceptance and belonging? <p>Standards-Based Essential Questions:</p> <ul style="list-style-type: none">• How do we determine meanings of unfamiliar words in a text?• How does understanding organizational patterns help us determine our approach to analyzing a text?• Why is it important to paraphrase research?• How do transitions and prepositional phrases organize and add variety to our writing?	<p align="center">Benchmark Testing May Begin</p> <p>Reading & Vocabulary Mini-Lessons & Activities Mini-Lesson: Context Clues</p> <p align="center">Continued Skill: Organizational Patterns</p>	<ul style="list-style-type: none">• SPM Grades 3-5 Reading Resources Drive Folder• HMH Teacher's Guide: Context Clues• HMH Anchor Chart: Context Clues• Free Context Clues Activity• Context Clues Interactive Lesson• eReading: Context Clues• Flocabulary: Context Clues <ul style="list-style-type: none">• SPM Grades 3-5 Reading Resources Drive Folder• HMH Teacher's Guide: Text Structures• HMH Anchor Chart: Text Structures• HMH Graphic Organizer: Problem-Solution• HMH Graphic Organizer: Cause & Effect• HMH Graphic Organizer: Chronological Order• HMH Graphic Organizer: Compare & Contrast• HMH Genre Study: Text Structures• eReading: Organizational Patterns	<p>Academic Vocabulary:</p> <ol style="list-style-type: none">1. Organizational Patterns2. Cause & Effect3. Chronological4. Problem-Solution5. Compare/Contrast6. Plagiarism7. Transition words8. Prepositional phrases <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none">1. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS <p align="center">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>
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	<p>Class novel (Whole Group & Independent Reading)</p> <ul style="list-style-type: none"> • Finish by the end of Week 13 • Spiral in story elements, context clues, figurative language, cause & effect, summarizing, & main idea <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p>Writing & Research Mini-Lessons & Activities</p> <p>Introduction to Research</p> <ul style="list-style-type: none"> • Research Product (Due by the End of Week 18) • Begin finalizing research product <p>Grammar Mini-Lesson: Transitions & Prepositional Phrases</p> <ul style="list-style-type: none"> • Use novel as mentor text for this skill. 	<ul style="list-style-type: none"> • Org Patterns Practice <p>Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Anchor Chart: Elements of Research • HMH Anchor Chart: Research <ul style="list-style-type: none"> • SPM Grades 3-5 Writing & Grammar Resources Google Drive • HMH Grammar Mini-lessons 	<p>Released Tests & Item Sets</p> <hr/> <p style="text-align: center;">SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none"> • Use to find aligned resources (activities, lessons, videos) by standard or by skill • Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none"> • Use for skill practice.
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**SAMUEL P. MORTON ELEMENTARY SCHOOL
ENGLISH 5 CURRICULUM GUIDE**

Week: 18

UNIT 2: Belonging & Acceptance

STANDARDS OF LEARNING / ESSENTIAL SKILLS & KNOWLEDGE

SPIRALED CONTENT:

Spiraled content is continuously integrated in class discussions, questions, and/or activities to help students master and enhance skills.

Vocabulary:

- 5.4a) Use context to clarify meaning of unfamiliar words and phrases.
- 5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- 5.4c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- 5.4d) Identify an author's use of figurative language.

Reading:

- 5.5a) Summarize plot events using details from text.
- 5.5b) Discuss the impact of setting on plot development.
- 5.5c) Describe character development.
- 5.5d) Identify theme(s).
- 5.5e) Explain the resolution of conflict(s).
- 5.5f) Identify genres.
- 5.5g) Differentiate between first- and third-person point of view.
- 5.5j) Draw conclusions and make inferences with support from the text.
- 5.5k) Identify cause and effect relationships.
- 5.5l) Compare/contrast details in literary and informational nonfiction texts.
- 5.6a) Use text features such as type, headings, and graphics, to predict and categorize information.
- 5.6b) Skim materials to develop a general overview of content and to locate specific information.
- 5.6c) Identify the main idea.
- 5.6d) Summarize supporting details.
- 5.6e) Identify organizational pattern(s).
- 5.6f) Identify transitional words and phrases that signal an author's organizational pattern.
- 5.6g) Locate information from the text to support opinions, inferences, and conclusions.
- 5.6h) Identify cause and effect relationships.
- 5.6i) Differentiate between fact and opinion.

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- **5.6j) Compare and contrast details and ideas within and between texts.**

Writing:

- **5.7a) Engage in writing as a process.**
- **5.7b) Select audience and purpose.**
- **5.7c) Use a variety of prewriting strategies.**
- **5.7d) Introduce and develop a topic, incorporating evidence and supporting details.**
- **5.7e) Organize information to convey a central idea.**
- **5.7f) Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.**
- **5.7g) Write a clear topic sentence focusing on the main idea.**
- **5.7i) Write multi-paragraph compositions.**
- **5.7j) Use precise and descriptive vocabulary to create tone and voice.**
- **5.7k) Vary sentence structure by using transition words and prepositional phrases.**
- **5.7l) Revise writing for clarity of content, using specific vocabulary and information.**
- **5.8a) Use plural possessives.**
- **5.8c) Use interjections.**
- **5.8d) Use prepositional phrases.**
- **5.8e) Use quotation marks with dialogue.**
- **5.8f) Use comas to indicate interrupters, items in a series, and to indicate direct address.**
- **5.8h) Edit for fragments and run-ons.**
- **5.8k) Use coordinating conjunctions.**
- **5.9a) Construct questions about a topic.**
- **5.9b) Collect and organize information from multiple resources.**
- **5.9c) Evaluate the relevance, reliability, and credibility of information.**
- **5.9d) Give credit to sources used in research.**
- **5.9e) Avoid plagiarism and use own words.**

Essential Questions	Recommended Activities / Strategies	Recommended Resources	Vocabulary
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<p>Thematic Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to belong? • What shapes how we view ourselves and others? • How does acceptance shape our sense of belonging? • How does identity shape our perception of acceptance and belonging? 	<p style="text-align: center;">BENCHMARK WEEK</p> <p>Review for Benchmarks</p> <p>Benchmark Analysis</p> <ul style="list-style-type: none"> • Data Day with Students <ul style="list-style-type: none"> ○ Review most missed questions • Goal-setting & reflection <p>Class Novel: <i>Whole Group & Independent Reading</i> (Finish this week)</p> <p>Guided Reading Groups</p> <ul style="list-style-type: none"> • Target specific student needs for word study and comprehension <p style="text-align: center;">On Demand Writing Assessment</p>	<p>Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks</p> <ul style="list-style-type: none"> • Google Drive Novel Study Resources • Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources • Paired Texts for Independent Practice (Nonfiction / Poetry) <p>HMH Rigby Leveled Library & Resources</p> <p>VDOE Prompt: Suppose you had the opportunity to travel anywhere you wanted. Write to explain where you would go and why.</p>	<p>Academic Vocabulary:</p> <ol style="list-style-type: none"> 1. Quarter 2 Vocabulary <p>Novel Vocabulary (Fab Vocab):</p> <ol style="list-style-type: none"> 1. Quarter 2 Vocabulary
			<p style="text-align: center;">VDOE RESOURCES</p> <p>VDOE English Homepage</p> <p>Text Dependent Questions</p> <p>Computer Adaptive Testing</p> <p>Tabbed Reading Passages Practice</p> <p>TestNav 8 Practice Items</p> <p>Using Statewide Results to Guide Instruction</p> <p>Online Writing Resources</p> <p>Vocabulary Resources</p> <p>English Sample Lesson Plans</p>

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			<p>Released Tests & Item Sets</p> <hr/> <p>SOL Aligned Resources</p> <p>eMedia VA</p> <ul style="list-style-type: none">• Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>#GoOpenVA</p> <ul style="list-style-type: none">• Use to find aligned resources (activities, lessons, videos) by standard or by skill <p>ReadWorks.org</p> <ul style="list-style-type: none">• Use to find aligned resources (activities, lessons, videos) by standard or by skill• Available in PDF or digital <p>IXL</p> <ul style="list-style-type: none">• Use for skill practice.
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