English 5 Quarter 2 Snapshot

Reading Products: Authentic Writing Product: • Research Product – Further Explores Topic from Novel • Descriptive / Expository Essay • Research Product • 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	 5.4c Homophones 5.5j Conclusions & inferences 5.5l Paired passages 5.6g Inferences & conclusions 	 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	 5.4c Synonyms & antonyms 5.5k Cause & effect 5.6h Cause & effect 	 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	 5.4c Roots & affixes 5.5l Paired passages 5.6c Main idea 	 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	 5.4c Roots & affixes 5.5a Summarize plot 5.6d Summarize nonfiction 	 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	 5.4e Word-reference materials 5.6a Text features 5.6b Skim materials 5.6j Paired passages 	 5.8a Plural possessives 5.9 Research process 5.9a Construct questions about a topic
15	Unit 2: Belonging & Acceptance	 5.4e Word-reference materials 5.6i Fact & opinion 	5.8a Plural possessives

	Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks Week 15 Mini-Assessment		 5.9 b Collect information about a topic 5.9c Relevance, reliability, and credibility of information
16	Unit 2: Belonging & Acceptance Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks	 5.4c Roots, affixes, synonyms, antonyms, & homophones 5.6e Organizational patterns 5.6f Organizational patterns signal words 	 5.7k Transition words 5.8d Prepositional phrases 5.9d Give credit to sources 5.9e Avoid plagiarism
17	Unit 2: Belonging & Acceptance Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks Benchmark Testing May Begin	 5.4a Context clues 5.6e Organizational patterns 5.6f Organizational patterns signal words 	 5.7k Transition words 5.8d Prepositional phrases 5.9 Finalize research product
18	Unit 2: Belonging & Acceptance Novel: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks Research Product Due Benchmark Testing	 Review vocabulary & reading skills (data-driven) Reading Benchmark 	 Review writing and grammar skills (data-driven) On Demand Writing Assessment Writing Benchmark

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.
 - o Make, confirm, or revise predictions.
- 5.5I) 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.
 - $\circ~$ Draw conclusions and make inferences using the text as support.

- 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.

- 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.

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

ENGLISH 5 CURRICULUM GUIDE				
Thematic Unit Essential	Reading & Vocabulary Mini-		Academic Vocabulary:	
Questions:	Lessons & Activities		1. Homophones	
 What does it mean to 	Mini-Lesson: Homophones	 SPM Grades 3-5 Reading 	2. Conclusions	
belong?		Resources Drive Folder	3. Inferences	
What shapes how we view		HMH Teacher's Guide:	4. Expository Writing	
ourselves and others?		Homophones &	5. Direct Address	
How does acceptance		Homographs	6. Interjection	
shape our sense of		See HMH for multiple	7. Comma	
belonging?		lessons and guides on		
How does identity shape our		homophones	Novel Vocabulary (Fab	
perception of acceptance		ReadWriteThink: Develop	Vocab):	
and belonging?		an Understanding of	1. TO BE DETERMINED	
		Homophones	BY TEACHER BASED	
Standards-Based Essential		 Homophones Worksheets 	ON STUDENT NEEDS	
Questions:				
How can identifying		Homophones &	VDOE RESOURCES	
, ,		Homographs		
homophones help to increase our vocabulary?		Homophones Online Games	VDOE English Homepage	
-		Vocabulary Homophones	TID	
Why is background		Online Games	Text Dependent Questions	
knowledge important in		Vocabulary City		
making inferences and		Homophones Games	Computer Adaptive Testing	
drawing conclusions?	Mini-Lesson: Conclusions &			
How do commas help us to	Inferences	 SPM Grades 3-5 Reading 	Tabbed Reading Passages	
clarify our intended		Resources Drive Folder	Practice	
messages in our writing?		 HMH Teacher's Guide: 		
		Make Inference	TestNav 8 Practice Items	
		HMH Anchor Chart: Make		
		Inferences	Using Statewide Results to	
		HMH Graphic Organizer:	Guide Instruction	
		Make Inferences		
		HMH Graphic Organizer:	Online Writing Resources	
		Infer		
		 8 Activities to Build 	Vocabulary Resources	
		Inference Skills		
		eReading: Inferences	English Sample Lesson Plans	

	Reading Rockets: Inference	Released Tests & Item Sets	
Mini-Lesson: Paired Passages	 SPM Grades 3-5 Reading Resources Drive Folder 6 Ways to Teach Paired Passages Tips for Teaching Paired Passages 	SOL Aligned Resources eMedia VA • Use to find aligned resources (activities, lessons, videos) by standard or by skill	
 Begin reading class novel (Whole Group & Independent Reading) 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 Guided Reading Groups Target specific student needs for word study and comprehension 	 Novel Study: <i>Pictures of Hollis</i> <i>Woods</i> by Patricia Reilly Giff Google Drive Novel Study Resources Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) HMH Rigby Leveled Library & Resources 	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by standard or by skill ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice. 	
Writing & Research Mini- Lessons & Activities Introduction to Descriptive / Expository Writing	SPM Grades 3-5 Writing & Grammar Resources Google Drive		

 Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13) Overview of Essay Expectations & Prompt Mini-Lesson: Descriptive/Expository Writing Prewriting 	 HMH Teacher's Guide: Expository Writing HMH Sample Expository Essay Rubric HMH Model Expository Essay 		
Grammar Mini-Lesson: Interjections & Direct Address • Use novel as mentor text for this skill.	 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 		

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.
 - o Apply knowledge of roots, affixes, synonyms, antonyms, and homophones.

Reading:

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

- 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.
 - o 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?"])

• 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.

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

Essential Questions	Recommended Activities /	Recommended Resources	Vocabulary
	Strategies		

ENGLISH 5 CURRICULUM GUIDE				
Thematic Unit Essential	Reading & Vocabulary Mini-		Academic Vocabulary:	
Questions:	Lessons & Activities		1. Synonym	
 What does it mean to 	Mini-Lesson: Synonyms &	 SPM Grades 3-5 Reading 	2. Antonym	
belong?	Antonyms	Resources Drive Folder	3. Cause	
What shapes how we view		See HMH for multiple	4. Effect	
ourselves and others?		lessons and guides on	5. Expository Writing	
How does acceptance		synonyms & antonyms	6. Items in a Series	
shape our sense of		HMH Teacher's Guide:		
belonging?		Synonyms & Antonyms	Novel Vocabulary (Fab	
How does identity shape our		 HMH Anchor Chart: Context 	Vocab):	
perception of acceptance		Clues	1. TO BE DETERMINED	
and belonging?		English for Everyone:	BY TEACHER BASED	
and bolonging.		Synonyms & Antonyms	ON STUDENT NEEDS	
Standards-Based Essential		 Synonym & Antonym 		
Questions:		Worksheets		
How can identifying		WORSHEELS	VDOE RESOURCES	
synonyms and antonyms	Mini-Lesson: Cause & Effect	SPM Grades 3-5 Reading	VDOE English Homepage	
help to increase our		 <u>SPM Grades 3-5 Reading</u> Resources Drive Folder 	VDOE English Homepage	
vocabulary?			Taxt Dependent Questions	
How are patterns of cause			Text Dependent Questions	
and effect revealed within a		Cause & Effect	Computer Adaptive Testing	
text?		HMH Anchor Chart: Cause	Computer Adaptive Testing	
		& Effect	Tabled Deading Decessor	
 How do commas help us to clarify our intended 		HMH Graphic Organizer:	Tabbed Reading Passages Practice	
5		Cause & Effect	Practice	
messages in our writing?		HMH Graphic Organizer:	TestNav 8 Practice Items	
		Discuss Cause & Effect	Testinav & Plactice items	
		 7 Ways to Teach Cause & 	Llaina Ctatawida Daavita ta	
		Effect	Using Statewide Results to	
		 DePaul Cause & Effect 	Guide Instruction	
		Passages	Opling Writing Resources	
		<u>Scholastic: Cause & Effect</u>	Online Writing Resources	
			Veeebulen, Resources	
			Vocabulary Resources	
	Class novel (Whole Group &	Novel Study: Pictures of Hollis	English Sample Lesson Disco	
	Independent Reading)	Woods by Patricia Reilly Giff	English Sample Lesson Plans	

ENGLISH 5 CURRICULUM GUIDE			
13 • Spira conte langu sumr	n by the end of Week I in story elements, ext clues, figurative lage, cause & effect, & narizing s on cause & effect	 Google Drive Novel Study Resources Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) 	Released Tests & Item SetsSOL Aligned ResourceseMedia VA• Use to find aligned resources (activities, lessons, videos) by standard or by skill
Targe need	Reading Groups et specific student s for word study and prehension	HMH Rigby Leveled Library & Resources	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by standard or by skill
Lessons Introduc Exposito • Auth Prod Expo	& Research Mini- s & Activities tion to Descriptive / ory Writing entic Writing uct: Descriptive / ository Writing (Due e End of Week 13) ing	 SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Teacher's Guide: Expository Writing HMH Teacher's Guide: Drafting for Expository Writing 	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice.
Commas • Use r	ar Mini-Lesson: s for Items in a Series novel as mentor text is skill.	 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 	

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.
 - o Identify the meaning of Greek and Latin affixes.

Reading:

- 5.5I) Compare/contrast details in literary and informational nonfiction texts.
 - o 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.

- 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.
- 5.7I) 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.
 - \circ 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.

- 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.

- 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
---------------------	--	-----------------------	------------

ENGLISH 5 CURRICULUM GUIDE				
Thematic Unit Essential	Week 12 Mini-Assessment		Academic Vocabulary:	
Questions:			1. Roots	
 What does it mean to 	Reading & Vocabulary Mini-		2. Affixes	
belong?	Lessons & Activities		3. Prefix	
What shapes how we view	Mini-Lesson: Roots & Affixes	 SPM Grades 3-5 Reading 	4. Suffix	
ourselves and others?		Resources Drive Folder	5. Root Word	
How does acceptance		 See HMH for multiple 	6. Main Idea	
shape our sense of		lessons and guides on roots	7. Expository Writing	
belonging?		& affixes	8. Interrupter	
How does identity shape our		 ReadWriteThink: Common 		
perception of acceptance		Content Area Roots &	Novel Vocabulary (Fab	
and belonging?		Affixes	Vocab):	
		Scholastic Roots Game	1. TO BE DETERMINED	
Standards-Based Essential		Tips, Tricks, & Tools for	BY TEACHER BASED	
Questions:		Teaching Roots & Affixes	ON STUDENT NEEDS	
How can identifying roots		Teaching Roots & Allixes	VDOE RESOURCES	
and affixes help to increase	Mini-Lesson: Main Idea	SPM Grades 3-5 Reading		
our vocabulary?		Resources Drive Folder	VDOE English Homepage	
How does identifying the		 HMH Teacher's Guide: 		
main idea help us to create		Central Idea	Text Dependent Questions	
summaries?		 HMH Anchor Chart: Central 		
How do commas help us to		Idea	Computer Adaptive Testing	
clarify our intended		HMH Graphic Organizer:	Table d Deading Decessor	
messages in our writing?		Central Idea	Tabbed Reading Passages	
		 Main Idea in the 5th Grade 	Practice	
		 <u>9 Strategies for Teaching</u> Main Idea 	TestNav 8 Practice Items	
			Lisian Otatavida Daavita tu	
		PBS: Determining Main Idea	Using Statewide Results to	
		DePaul: Main Idea	Guide Instruction	
		Passages		
			Online Writing Resources	
		Noval Study: Disturss of Usilia		
	Class novel (Whole Group &	Novel Study: <i>Pictures of Hollis</i>	Vocabulary Resources	
	Independent Reading)	Woods by Patricia Reilly Giff	English Organis Language Division	
		Google Drive Novel Study	English Sample Lesson Plans	
		Resources		

ENGLISH 5 CURRICULUM GUIDE				
	 Finish by the end of Week 13 	Paired Texts for Independent Practice: HMH	Released Tests & Item Sets	
	 Spiral in story elements, context clues, figurative language, cause & effect, & summarizing Focus on main idea 	 Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) 	SOL Aligned Resources eMedia VA • Use to find aligned resources (activities, lessons, videos) by standard or by skill	
	 Guided Reading Groups Target specific student needs for word study and comprehension 	HMH Rigby Leveled Library & Resources	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by standard or by skill 	
	 Writing & Research Mini- Lessons & Activities Introduction to Descriptive / Expository Writing Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13) Revising & Editing Mini-Lesson: Topic Sentences (Connect to Main Idea) 	 SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Anchor Chart: Revising Checklist HMH Anchor Chart: Editing Checklist 	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice. 	
	 Grammar Mini-Lesson: Commas for Interrupters Use novel as mentor text for this skill. 	 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	
	<u>Commas with Interrupters</u>	
	Practice	
	<u>Commas to Set Off</u>	
	Interrupters	
	Grammar Bytes: Interrupter	
	Commas with Interrupters &	
	Introductory Elements	

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.
 - o 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.
 - \circ 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.
 - o 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?"])
 - o 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:

- 5.5b) 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.

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

Essential Questions	Recommended Activities /	Recommended Resources	Vocabulary
	Strategies		

ENGLISH 5 CURRICULUM GUIDE				
Thematic Unit Essential	Reading & Vocabulary Mini-		Academic Vocabulary:	
Questions:	Lessons & Activities		1. Roots	
What does it mean to	Continued Skill: Roots &	 SPM Grades 3-5 Reading 	2. Affixes	
belong?	Affixes	Resources Drive Folder	3. Prefix	
What shapes how we view		See HMH for multiple	4. Suffix	
ourselves and others?		lessons and guides on roots	5. Root Word	
How does acceptance		& affixes	6. Summarize	
shape our sense of		ReadWriteThink: Common	7. Expository Writing	
belonging?		Content Area Roots &		
		Affixes	Novel Vocabulary (Fab	
How does identity shape our			Vocab):	
perception of acceptance			1. TO BE DETERMINED	
and belonging?		Tips, Tricks, & Tools for	BY TEACHER BASED	
Otan danda Dagad Eagan (ial		Teaching Roots & Affixes	ON STUDENT NEEDS	
Standards-Based Essential	Mini-Lesson: Summarize			
Questions:		SPM Grades 3-5 Reading	VDOE RESOURCES	
How can identifying roots		Resources Drive Folder		
and affixes help to increase		 HMH Teacher's Guide: 	VDOE English Homepage	
our vocabulary?		Summarize		
 How does summarizing 		HMH Anchor Chart: Retell	Text Dependent Questions	
reinforce our		HMH Teacher's Guide:		
comprehension of a text?		Retell/Summarize	Computer Adaptive Testing	
 How do commas help us to 		Reading Rockets:		
clarify our intended		Summarizing	Tabbed Reading Passages	
messages in our writing?		• <u>5 Ways to Teach</u>	Practice	
		Summarizing		
		 Scholastic: Sensational 	TestNav 8 Practice Items	
		Summarizing Strategies		
		Teaching Theme &	Using Statewide Results to	
		•	Guide Instruction	
		Summary		
			Online Writing Resources	
		Noval Study Distance of Letter		
	Class novel (Whole Group &	Novel Study: <i>Pictures of Hollis</i>	Vocabulary Resources	
	Independent Reading)	Woods by Patricia Reilly Giff		
	 Finish by the end of Week 	Google Drive Novel Study	English Sample Lesson Plans	
	13	Resources		

ENGLISH 5 CURRICULUM GUIDE			
 Spiral in story elements, context clues, figurative 	Paired Texts for Independent Practice: HMH	Released Tests & Item Sets	
language, cause & effect, & main idea	Into Reading VA Stories & Resources	SOL Aligned Resources	
 Focus on summarizing 	 Paired Texts for Independent Practice (Nonfiction / Poetry) 	 eMedia VA Use to find aligned resources (activities, lessons, videos) by 	
Guided Reading Groups		standard or by skill	
 Target specific student needs for word study and comprehension 	HMH Rigby Leveled Library & Resources	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by 	
Writing & Research Mini- Lessons & Activities		standard or by skill	
 Introduction to Descriptive / Expository Writing Authentic Writing Product: Descriptive / Expository Writing (Due by the End of Week 13 – THIS WEEK) Publishing 	 SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Anchor Chart: Revising Checklist HMH Anchor Chart: Editing Checklist 	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice. 	
 Grammar Mini-Lesson: Commas Review Use novel as mentor text for this skill. 	 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 		

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.

- 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.

- 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
---------------------	--	-----------------------	------------

ENGLISH 5 CURRICULUM GUIDE				
Thematic Unit Essential	Reading & Vocabulary Mini-		Academic Vocabulary:	
Questions:	Lessons & Activities		1. Word-Reference	
 What does it mean to 	Mini-Lesson: Word-Reference	 SPM Grades 3-5 Reading 	Materials	
belong?	Skills	Resources Drive Folder	2. Dictionary	
What shapes how we view		See HMH for multiple	3. Glossary	
ourselves and others?		lessons and guides on	4. Thesaurus	
How does acceptance		word-reference materials	5. Text Features	
shape our sense of		HMH Teacher's Guide:	6. Possessives	
belonging?		Word-Reference Materials	7. Research	
How does identity shape our		Reference Materials Mini		
perception of acceptance		Lesson	Novel Vocabulary (Fab	
and belonging?		Reference Materials Lesson	Vocab):	
		& Activity	1. TO BE DETERMINED	
Standards-Based Essential		Quia: Which Reference?	BY TEACHER BASED	
Questions:			ON STUDENT NEEDS	
How do we use word-	Mini-Lesson: Text Features	SPM Grades 3-5 Reading	VDOE RESOURCES	
reference materials to		SPM Grades 3-5 Reading Resources Drive Folder		
enhance our vocabulary?			VDOE English Homepage	
 How do text features 		HMH Teacher's Guide: Text Factures		
reinforce our		Features	Text Dependent Questions	
comprehension of		HMH Anchor Chart: Text		
informational text?		Features	Computer Adaptive Testing	
 How do apostrophes help 		HMH Graphic Organizer:		
		Text Features	Tabbed Reading Passages	
us to clarify our intended		<u>Text Features Engaging</u>	Practice	
messages in our writing?		Activities		
		 Text Features Scavenger 	TestNav 8 Practice Items	
		Hunt		
		Scholastic: Text Features	Using Statewide Results to	
		 Text Features Activities 	Guide Instruction	
		Text Features Practice		
			Online Writing Resources	
	Begin class novel (Whole	Novel Study: Save Me a Seat	Vocabulary Resources	
	Group & Independent Reading)	by Gita Varadarajan & Sarah		
		Weeks	English Sample Lesson Plans	

ENGLISH 5 CURRICULUM GUIDE			
 Introduce author preview vocabula Spiral in story ele context clues, fig language, cause summarizing, & r 	 and Google Drive Novel Study Resources Paired Texts for Independent Practice: HMH Into Reading VA Stories & 	Released Tests & Item Sets SOL Aligned Resources eMedia VA • Use to find aligned resources (activities, lessons, videos) by standard or by skill	
 Guided Reading Gro Target specific st needs for word st comprehension 	udent HMH Rigby Leveled Library &	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by standard or by skill 	
 Writing & Research Lessons & Activitie Introduction to Rese Research Produ the End of Weel Mini-Lesson: Rese Process Overview of Rese Project Mini-Lesson: Cor Questions About 	 Search SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Teacher's Guide: Intro to Research HMH Anchor Chart: Ask Questions HMH Anchor Chart: 	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice. 	

Grammar Mini-Lesson: Plural	SPM Grades 3-5 Writing &		
Possessives / Apostrophes	Grammar Resources		
Use novel as mentor text	Google Drive		
for this skill.	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		

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.
 - \circ $\,$ 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.
 - o Understand how information is to be collected, analyzed, evaluated, organized, and presented.
 - o 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.
 - \circ Select information that is related to the topic.
 - \circ $\;$ Decide if information is relevant to the topic and reliable and credible for use.
 - o 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.

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.

- 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
--	-------------------------	------------

 Thematic Unit Essential Questions: What does it mean to belong? What shapes how we view ourselves and others? How does acceptance shape our sense of 	ENGLISH 5 CUR Week 15 Mini-Assessment Reading & Vocabulary Mini-Lessons & Activities Continued Skill: Word- Reference Skills	 SPM Grades 3-5 Reading Resources Drive Folder See HMH for multiple lessons and guides on word-reference materials 	Academic Vocabulary: 1. Word-Reference Materials 2. Dictionary 3. Glossary 4. Thesaurus 5. Fact 6. Opinion 7. Possessives
 belonging? How does identity shape our perception of acceptance and belonging? Standards-Based Essential Questions: How do we use word 		 HMH Teacher's Guide: Word-Reference Materials Reference Materials Mini Lesson Reference Materials Lesson & Activity 	 8. Research Novel Vocabulary (Fab Vocab): TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDS
 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? 	Mini-Lesson: Fact & Opinion	 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 	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
	Class novel (Whole Group & Independent Reading)	Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks	Vocabulary Resources English Sample Lesson Plans

ENGLISH 5 CURRICULUM GUIDE			
13 • Spiral in s context cl language	the end of Week tory elements, ues, figurative cause & effect, ing, & main idea	 Google Drive Novel Study Resources Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) 	Released Tests & Item SetsSOL Aligned ResourceseMedia VA• Use to find aligned resources (activities, lessons, videos) by standard or by skill
	ecific student word study and	HMH Rigby Leveled Library & Resources	 #GoOpenVA Use to find aligned resources (activities, lessons, videos) by standard or by skill
Lessons & A Introduction • Research the End o • Mini-Less Reliability Sources		 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 	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital IXL Use for skill practice.
	ni-Lesson: Plural / Apostrophes		

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.
 - o 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)

- 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.

- 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.
- o 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.

- 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
Thematic Unit Essential	Reading & Vocabulary Mini-		Academic Vocabulary:
Questions:	Lessons & Activities		1. Organizational Patterns
 What does it mean to 	Mini-Lesson: Roots, Affixes,	 SPM Grades 3-5 Reading 	2. Cause & Effect
belong?	Synonyms, Antonyms, &	Resources Drive Folder	3. Chronological
 What shapes how we view 	Homophones	See HMH for multiple	4. Problem-Solution
ourselves and others?		lessons and guides on 5.4c	5. Compare/Contrast
 How does acceptance 		materials	6. Plagiarism
shape our sense of			7. Transition words
belonging?	Mini-Lesson: Organizational	SPM Grades 3-5 Reading	8. Prepositional phrases
 How does identity shape our 	Patterns	Resources Drive Folder	
perception of acceptance		HMH Teacher's Guide: Text	Novel Vocabulary (Fab
and belonging?		Structures	Vocab):
and belenging:		HMH Anchor Chart: Text	1. TO BE DETERMINED
Standards-Based Essential		Structures	BY TEACHER BASED
Questions:		HMH Graphic Organizer:	ON STUDENT NEEDS
How do we determine		Problem-Solution	VDOE RESOURCES
meanings of unfamiliar		HMH Graphic Organizer:	
words in a text?		Cause & Effect	VDOE English Homepage
 How does understanding 		HMH Graphic Organizer:	
organizational patterns help		Chronological Order	Text Dependent Questions
us determine our approach		HMH Graphic Organizer:	
to analyzing a text?		Compare & Contrast	Computer Adaptive Testing
 Why is it important to 			
paraphrase research?		HMH Genre Study: Text Structures	Tabbed Reading Passages
 How do transitions and 		Structures	Practice
prepositional phrases		eReading: Organizational	
organize and add variety to	Class novel (Whole Group &	Patterns	TestNav 8 Practice Items
our writing?	Independent Reading)	Org Patterns Practice	
	• Finish by the end of Week	Novel Study: Save Me a Seat	Using Statewide Results to
	13	by Gita Varadarajan & Sarah	Guide Instruction
	Spiral in story elements,	Weeks	
	context clues, figurative	Google Drive Novel Study	Online Writing Resources
		Resources	
			Vocabulary Resources

ENGLISH 5 CURRICULUM GUIDE			
language, cause & effect, summarizing, & main idea	Paired Texts for Independent Practice: HMH	English Sample Lesson Plans	
	Into Reading VA Stories &	· ·	
	Resources	Released Tests & Item Sets	
	Paired Texts for	SOL Aligned Resources	
	Independent Practice	eMedia VA	
Guided Reading Groups	(Nonfiction / Poetry)	Use to find aligned	
Target specific student		resources (activities,	
needs for word study and	HMH Rigby Leveled Library &	lessons, videos) by	
comprehension	Resources	standard or by skill	
		#GoOpenVA	
Writing & Research Mini-		 Use to find aligned 	
Lessons & Activities		resources (activities,	
Introduction to Research	_	lessons, videos) by	
Research Product (Due b	.	standard or by skill	
the End of Week 18)	Grammar Resources		
Mini-Lesson: Plagiarism	Google Drive	ReadWorks.org	
 Finish conducting research 		Use to find aligned	
	Elements of Research	resources (activities,	
	HMH Anchor Chart: Descareb	lessons, videos) by standard or by skill	
	Research	Available in PDF or digital	
	HMH Teacher's Guide: Paraphrasing & Plagiarism	• Available in FDF of digital	
	 HMH Practice: Plagiarism & 	IXL	
	Paraphrasing	Use for skill practice.	
	HMH Teacher's Guide:		
	Paraphrasing vs. Plagiarism		
	HMH Avoiding Plagiarism		
Grammar Mini-Lesson:	Checklist		
Transitions & Prepositional	• SPM Grades 3-5 Writing &		
Phrases	Grammar Resources		
Use novel as mentor text for this skill	Google Drive		
for this skill.	HMH Grammar Mini-lessons		

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

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.
 - o 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.
 - \circ $\,$ 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.

• 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.

- 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
---------------------	--	-----------------------	------------

Thematic Unit Essential Questions:Benchmark Testing May Begin• What does it mean to belong?Reading & Vocabulary Mini- Lessons & Activities Mini-Lesson: Context Clues• How does acceptance shape our sense of belonging?Reading & Vocabulary Mini- Lessons & Activities Mini-Lesson: Context Clues• How does identity shape our perception of acceptance and belonging?Mini-Lesson: Context Clues• How does identity shape our perception of acceptance and belonging?• SPM Grades 3-5 Reading Resources Drive Folder• How do we determine meanings of unfamiliar words in a text?• Continued Skil: Organizational Patterns• How does understanding organizational patterns help us determine our approach to analyzing a text?Continued Skil: Organizational Patterns• Why is it important to paraphrase research?Continued Skil: Organizational Prepositional phrases• How do transitions and prepositional phrasesHMH Graphic Organizer: Problem-Solution• HMH Graphic Organizer: Problem-Solution• HMH Graphic Organizer: Problem-Solution	t mean to t mean to s how we view nd others? cceptance ense of t mean to Begin Reading & Vocabulary Mini- Lessons & Activities Mini-Lesson: Context Clues ense of Begin Reading & Vocabulary Mini- Lessons & Activities Mini-Lesson: Context Clues SPM Grades 3-5 Reading Resources Drive Folder HMH Teacher's Guide: 1. Organizational Patterns 2. Cause & Effect 3. Chronological 4. Problem-Solution 5. Compare/Contrast 6. Plagiarism 7. Transition words
organize and add variety to our writing? HMH Graphic Organizer: Chronological Order HMH Graphic Organizer: Compare & Contrast HMH Genre Study: Text Structures eReading: Organizational Patterns	f acceptance ng?Novel Vocabulary (Fab Vocab):ng?Free Context Clues Activity Context Clues Interactive LessonI. TO BE DETERMINED BY TEACHER BASED ON STUDENT NEEDSdetermine unfamiliar xxt?Continued Skil: Organizational PatternsSPM Grades 3-5 Reading Resources Drive FolderVDOE RESOURCESsett?SPM Grades 3-5 Reading Resources Drive FolderVDOE English Homepagea text? oortant to research? sitions and I phrases d add variety toHMH Anchor Chart: Text StructuresVDOE Resources Drive Folder Text Dependent Questions Computer Adaptive TestingHMH Graphic Organizer: Chronological OrderHMH Graphic Organizer: Chronological OrderTestNav 8 Practice Items Guide InstructionHMH Graphic Organizer: Chronological OrderUsing Statewide Results to Guide InstructionOnline Writing ResourcesHMH Genre Study: Text StructuresHMH Genre Study: Text StructuresOnline Writing Resources

		Org Patterns Practice	Released Tests & Item Sets	
	 Class novel (Whole Group & Independent Reading) Finish by the end of Week 13 Spiral in story elements, context clues, figurative language, cause & effect, summarizing, & main idea 	 Novel Study: Save Me a Seat by Gita Varadarajan & Sarah Weeks Google Drive Novel Study Resources Paired Texts for Independent Practice: HMH Into Reading VA Stories & Resources Paired Texts for Independent Practice (Nonfiction / Poetry) 	SOL Aligned Resources eMedia VA • Use to find aligned resources (activities, lessons, videos) by standard or by skill #GoOpenVA • Use to find aligned resources (activities, lessons, videos) by	
	Guided Reading Groups Target specific student needs for word study and comprehension Writing & Research Mini-Lessons & Activities Introduction to Research Product (Due by Comprehension)	 HMH Rigby Leveled Library & Resources SPM Grades 3-5 Writing & Crammer Resources 	 standard or by skill ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital 	
	 Research Product (Due by the End of Week 18) Begin finalizing research product 	 Grammar Resources Google Drive HMH Anchor Chart: Elements of Research HMH Anchor Chart: Research 	 Use for skill practice. 	
	Grammar Mini-Lesson: Transitions & Prepositional Phrases • Use novel as mentor text for this skill.	 SPM Grades 3-5 Writing & Grammar Resources Google Drive HMH Grammar Mini-lessons 		

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

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.
- 5.5I) 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.

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

- 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.
- 5.7I) 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 /	Recommended Resources	Vocabulary
	Strategies		

Thematic Unit Essential	BENCHMARK WEEK		Academic Vocabulary:
Questions:			1. Quarter 2 Vocabulary
 What does it mean to belong? What shapes how we view ourselves and others? How does acceptance shape our sense of belonging? 	 Review for Benchmarks Benchmark Analysis Data Day with Students Review most missed questions Goal-setting & reflection 		Novel Vocabulary (Fab Vocab): 1. Quarter 2 Vocabulary
 How does identity shape our perception of acceptance and belonging? 	Class Novel: Whole Group & Independent Reading (Finish this week)	Novel Study: <i>Save Me a Seat</i> by Gita Varadarajan & Sarah Weeks • <u>Google Drive Novel Study</u> <u>Resources</u>	
		Paired Texts for	VDOE RESOURCES
		Independent Practice: HMH Into Reading VA Stories &	VDOE English Homepage
		ResourcesPaired Texts for	Text Dependent Questions
		Independent Practice (Nonfiction / Poetry)	Computer Adaptive Testing
	Guided Reading Groups Target specific student 	HMH Rigby Leveled Library &	Tabbed Reading Passages Practice
	needs for word study and comprehension	Resources	TestNav 8 Practice Items
	On Demand Writing	VDOE Prompt: Suppose you	Using Statewide Results to Guide Instruction
	Assessment	had the opportunity to travel anywhere you wanted. Write to explain where you would go and why.	Online Writing Resources
			Vocabulary Resources
			English Sample Lesson Plans

ENGLISH 5 COR	
	Released Tests & Item Sets
	SOL Aligned Resources
	eMedia VA
	 Use to find aligned resources (activities,
	lessons, videos) by standard or by skill
	#GoOpenVA
	 Use to find aligned resources (activities, lessons, videos) by standard or by skill
	 ReadWorks.org Use to find aligned resources (activities, lessons, videos) by standard or by skill Available in PDF or digital
	IXL
	Use for skill practice.