2021-2022 Grade 5 English Language Arts and Reading Unit 01 Week 04

Unit Title: Investigating Relationships

Key: Priority-P New -N Spiraled-S

P, N, S	Unit 01 Week 04 Unpacked TEKS			
	Student Expectation	**Skill**	**Content**	**Context**
P, S	**5.6H** synthesize information to create new understanding	synthesize	information	to create new understanding
P, S	**5.8B** analyze the relationships of conflicts among the characters	analyze	the relationship of conflicts	among the characters
P, S	**5.3B** use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	use	context	*within and beyond a sentence *to determine the relevant meaning of -unfamiliar words -multiple-meaning words
P, S	**5.4A** use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	use	appropriate fluency -rate -accuracy -prosody	when reading grade-level text
N	**5.9F** recognize characteristics of multimodal and digital texts	recognize	characteristics of	multimodal and digital texts
N	**5.10C** analyze the author's use of print and graphic features to achieve specific purposes	analyze	author's use -print features -graphic features	to achieve specific purposes
N	**5.10D** describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	describe	how the author's use of imagery, literal, and figurative language such as: - simile - metaphor - sound devices	achieves specific purposes
N	**5.2Biii** spelling multisyllabic words with multiple sound-spelling patterns	demonstrate apply	spelling knowledge	spelling multisyllabic words with: - multiple sound-spelling patterns
N	**5.12A** compose literary texts such as personal narratives, fiction and poetry using genre characteristics and craft	compose	literary texts	such as: - personal narratives - fiction - poetry using genre characteristics and craft
S	**5.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	write	responses	that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources
S	**5.7C** use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
S	**5.7G** discuss specific ideas in the text that are important to the meaning	discuss	specific ideas in the text	that are important to the meaning
S	**5.8C** analyze plot elements, including the rising action, climax, falling action, and resolution	analyze	plot elements	including -rising action -climax

				-falling action -resolution
S	**5.10B** analyze how the use of text structure contributes to the author's purpose	analyze	how the use of text structure contributes	to the author's purpose
S	**5.10E** identify and understand the use of literary devices, including first- or third-person point of view	identify understand	the use of literary devices	including first- or third-person point of view
S	**5.2Aii** decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams, including digraphs and diphthongs, ;r-controlled syllables; and final stable syllables	demonstrate	phonetic knowledge	decoding multisyllabic words with closed syllables; open syllables; VC syllables, vowel teams, including - digraphs - diphthongs - r-controlled syllables - final stable syllables
S	**5.2Aiv** decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	demonstrate	phonetic knowledge	decoding words using advanced knowledge of the influence of prefixes and suffixes on base words
S	**5.2Av** identifying and reading high-frequency words from a research-based list	demonstrate	phonetic knowledge	identifying and reading high frequency words from a research-based list
S	**5.2Bi** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	demonstrate apply	spelling knowledge	spelling multisyllabic words with: - closed syllables - open syllables - VCe syllables - vowel teams including digraphs and diphthongs - r-controlled syllables - final stable syllables
S	**5.3A** use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	use	print resources digital resources	to determine -meaning -syllabication -pronunciation -word origin
S	**5.3C** identify the meaning of and use words with affixes such as trans-, super-, -and –ive and -logy and roots such as geo and photo	identify use	meaning of words	words with affixes such as -trans- -super- --ive --logy with roots such as -geo -photo
S	**5.7F** respond using newly acquired vocabulary as appropriate	respond	using	newly acquired vocabulary as appropriate
S	**5.11A** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and	plan	a first draft by selecting a genre for a particular topic, purpose, and audience	using a range of strategies such as: - brainstorming

	mapping			- freewriting - mapping
S	**5.11Bi** organizing with purposeful structure, including an introduction, transitions, and a conclusion	develop	drafts	organizing with purposeful structure, including an introduction, transitions, and a conclusion
S	**5.11Bii** developing an engaging idea reflecting depth of thought with specific facts and details			developing an engaging idea reflecting depth of thought with specific facts and details
S	**5.11D** edit drafts using standard English conventions including:	edit	drafts	using standard English conventions including:
S	**5.11Dx** punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	edit	drafts	punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis

Key: Priority-P New -N Spiraled-S

Big Ideas:

- Fluent readers are able to think about, comprehend, and respond to text in meaningful ways.
- The conventions of language build sentence fluency to clearly convey ideas.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Understanding a selection's theme can help the reader connect the text to real world situations.
- We are able to determine the meaning of unfamiliar words by using varied reading strategies including but not limited to context clues and re- reading before and after the word.
- Understanding elements that are specific to poetry helps the reader comprehend the message of the poem.
- Presenting ideas from a text in a meaningful and logical order demonstrates readers' understanding of the text.

Essential Questions:

- How does knowledge of literary elements and structure aid in the composition of a narrative text?
- How does figurative language help us find meaning in text?
- What are the elements specific to poetry and how can they help you understand the message of the story?
- How do playwrights use dramatic techniques to send messages to the audience?
- What elements are specific to drama and how do they relate to a literary story?

Core Competencies:

- Students will identify literary elements and how they support the plot of a story.
- Students will distinguish between first and third person points of view.
- Students will identify the theme of a story.
- Students identify characters of a story and determine the changes they undergo through a story.
- Students will combine text evidence and background knowledge to draw a conclusion about the central idea of a text.

Unit Title: Investigating Relationships

- Students will collaborate to create simple and compound sentences using subject-verb agreement.
- Students will identify unfamiliar words, use context to define, and verify meaning with a dictionary.
- Students will identify the meaning of and use base words with affixes and roots.
- Students will identify and analyze essential word types.
- Students will write a summary of a text that maintains meaning and logical order.
- Students will find poetic elements and figurative language in poetry.
- Students will analyze and annotate a text focusing on text features, text structure, figurative language and elements of drama.
- Students will compose a narrative and a fictional story using the writing process including introductions, transitions, and conclusions.

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

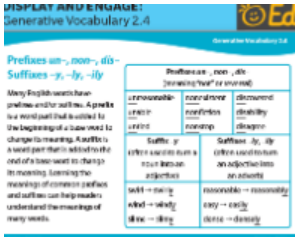
Summative:

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment
- BOY assessment

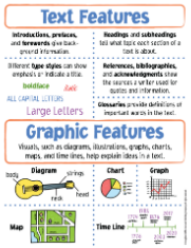
Culminating Projects:

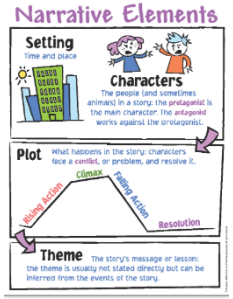
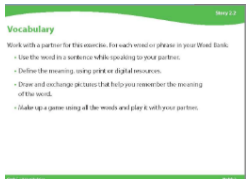
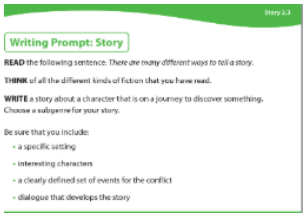
Weeks 4-6: Students will create an interactive book covering the “clases de palabras” they will investigate further.

Unit 01 Week 04 *Resources found in HMH Module 2					
	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Concept and Language Development	**Intro to the Theme:** (T218) What a story **Video:**Get Curious Video Questions: What is your favorite book / novel / story? Why is it your favorite? How would you persuade me to read that book?				
Foundational Skills	**Advanced Phonics**				
	Weekly Content		**Suggested Resources**		
	5.2Aii decoding and spelling words with /o͞o/, /yo͞o/		HMH T226-227, T250-251 West Virginia Phonics Lessons - Vowel Sounds-Multiple Sounds		
	Comprehension-Word Study				
	Weekly Content		**Suggested Resources**		

	Review Greek Root bio		HMH T253		
1. *See the word* 2. *Say the word.* 3. *Spell the word.* 4. *Write the word.* 5. *Find the word.*	**High Frequency Words/Words to Know**				
	Big Idea Words: prose, dialogue, climax, foreword (T218) **HF Words**:strange, exciting, interesting, feeling (fluency psg)				
Fluency	**Expression**				
	Weekly Content		**Suggested Resources**		
	Learning Obj: (T225) Using expression to read fluently and comprehend the text. **I Do:** Model by reading the first paragraph in a monotone voice then read it again with expression. **We Do:** Display fluency passage and have students echo your expressive reading. **You Do:** Partner read and independently read passage		Fluency 2.1 T225 Script from Cartoon students are into (ie. Spongebob)		
Vocabulary Routine 1. *Say the word.* 2. *Explain the meaning.* 3. *GIve examples.*	**Word Study/Academic Language/Oral Language**				
	Introduce the Vocabulary using picture cards: (T218) prose, dialogue, climax, foreword	**Introduce the Vocabulary using picture cards**: T230-231 Introduce vocabulary using anchor chart: panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies **Guided:** Guide sts to make connections with the words and create sentences. **Independent:** Sts work in pairs using vocabulary in context: drawing, role play, conversation.	**Introduce the Vocabulary using picture cards**: T242-243 Review critical vocabulary using anchor chart and application in Know it Show it. **Explain: Synonyms and Antonyms** T243 -Introduce the strategy with an anchor chart and example. Model how to use context clues looking for antonyms and synonyms in the clues helps us find the meaning of unfamiliar words. **Guided:** Sts will practice both strategies combined:	**Review the Vocabulary using picture cards**: T252-253 Introduce Prefixes un-, non-, dis-; Suffixes -y, -ly/-ily providing the definition and meaning. Provide examples of how prefixes/suffixes change the meaning of the words.  	**Review the Vocabulary using picture cards**: T260-261 Review the week's critical vocabulary list with the sts. **Guided:** Using vocabulary cards review vocabulary with sts to discuss how to find the meaning of these verbs using affixes and how affixes change verbs into nouns: excel, revere, transcend, chugged, sputtered, irrigate, photographed, maneuver, specialized, conceived, and projected **Independent:** Create their own word families adding

			Read paragraph to find meaning of the expression ``frigid and immense". Use context clues to determine a definition. **Independent:** Sts will repeat the task individually with unknown words during independent reading.	**Guided:** Sts will practice explaining the meaning of *root, suffix,and prefix.* **Independent:** Sts will complete the Learn and demonstrate individually and share pairs using vocabulary in context: drawing, role play, conversation. Sts can use a dictionary if needed.	affixes to words to create the connections
Comprehension and Accountability Talk Routine: 1. ***Q**uestion: Listen to a question and think about your answer.* 2. ***S**ignal: Give a signal that you are ready.* 3. ***S**tem* 4. ***S**hare: Turn and Talk* 5. ***A**ssessment: Randomly choose students to share out.*	**Reader's Workshop**				
	Text: What a Story (T220-221) **Frequent Talk:** What characteristics of a text help you understand?	**Text:** Airborn (T232-233) **Frequent Talk:** What does the cover of the book tell us? What does the title suggest? *The cover of the story tells us _____. The title suggests _____.*	**Text:** Airborn (T244-245) **Frequent Talk:** What are the literary elements of the story?	**Text:** Airborn (T254-255) **Frequent Talk:** Review story and set purpose to identify: What words and expressions does the author use to help you visualize the ideas?	**Text:** Airborn (T262-263)
	Mini-Lesson				
	Group Discussion: Review text features and characteristics of the text using anchor chart	**Group Discussion:** Use anchor chart to explain how the process of synthesizing information is developing new ideas as you engage in new learning.	**Group Discussion:** Explain how understanding the story elements helps us understand the story better and learn strategies for our own writing.	**Group Discussion:** Analyze figurative language in the story using anchor chart. Explain key vocabulary indicating figurative language: *simile, metaphors, personification, hyperbole.*	**Group Discussion:** Explain how authors bring characters live through appearance, traits, behaviors, voice and dialogue, and thoughts and emotions. As readers, we infer those character traits as we read.

	 **Shared Reading:** -Introduce genre and text-informational. -Sts will make predictions -Set a purpose for reading aligned to the skill: Looking at text features and characteristics of the text. **Response:** Sts will discuss the story in small groups- What effect does gender have on the way a story is told? **Structured Conversation:** Sts will talk, write, and share their ideas about graphic features and characteristics of the text.	 At first I thought ... I'm starting to believe that ... Now I understand why…. My new reasoning is … **Read aloud: Teaching Pal:** -Introduce genre and text -Students will generate questions before reading as a class. -Set a purpose for reading aligned to the skill: retell/ develop a summary. **Structured Conversations:** Engage sts in the text to practice the skill. Students can take notes as they read. What do you learn about Matt, based on his reactions to Benjamin Malloy's journal? **Question:** What ideas did you have before reading the story? What new ideas did you create by reading?	 **Read aloud:** *Use Teaching Pal* -Generate questions to guide sts to identify the story elements: What are the characters? What is the atmosphere like? What is the problem and solution in the story? ****** You can use the video tutorial to demonstrate how to read in detail to find evidence in the text.*** -Integrate foundational skills in context **Structured Conversations:** Engage Sts in the text and record their ideas in writing- Write a journal entry about what happens when you look for the flying creatures. What do you see? How do you feel about your experiences? Complete Learn and demonstrate.	 **Read aloud:** Generate a question, reread story. Model how to find figurative language in the story using think aloud. **Structured Conversations:** Students will find examples of figurative language from the story. Sts will share their ideas with peers and the class. **Critical Reading:** Sts will identify figurative language during their independent reading and/or short paragraph.	 **Guided:** Review story with sts and generate a character traits word web for the character. Model how to find text evidence to support the idea. Allow sts in groups to generate character traits and share with class to vet against supporting evidence. **Structured Conversation**: What happens to the characters or the subject? How do they react? What do they learn? How do they grow or change
Weekly Measuring Up Lesson: *Use the Measuring Up passage to review key standards using best practices and the [Foundational Strategies Success Criteria]*			**Measuring Up Level E** **Lesson 4**		
Writer's Workshop	**Writer's Workshop - Narrative Story**				

Writing Prompt: **Read** the following sentence: *There are many different ways to tell a story*. **Think** of all the different kinds of fiction that you have read. **Write** a story about a character that is on a journey to discover something. Choose a subgenre for your story. Teacher Rubric Student Friendly Rubric	**Writing Prompt: Read** the following sentence: *There are many different ways to tell a story*. **Think** of all the different kinds of fiction that you have read. **Write** a story about a character that is on a journey to discover something. Choose a subgenre for your story.				
	Priming Students: Module 2 W20 **Structured Conversation about the genre:** *What are the characteristics of a narrative?* Share their thinking about what type of stories they like to read. Present Focus Statement: *There are many different ways to tell a story.* Allow sts to discuss the different types of stories/books they like to read.	**Mentor Text:** The Mesmer Menace **Module 2** W21 **Model/Explain:** Ask sts to observe cover and make connections to the topic. **Prepare to Read:** Remind sts of genre discussion. Then show the cover of The Mesmer Menace. Make connections to the literary elements and engage in read aloud.  Guide sts' comprehension about story elements through questions.	**Mentor Text:** The Mesmer Menace **Module 2** W22 **Review focal text:** Recap the first 3 chapters of the story focus on the author's use of vocabulary used in a humorous way. Ask sts to identify those words and make a list identifying parts of speech.  	**Writing Process: Prepare to Write Module 2** W23 **Model/Explain:** Review narrative text elements and the events that have happened in the story so far. **Structured Conversations**: *What is the setting? Who are the major characters? What events have happened? What conflicts have you noticed? What do you predict might happen based on the foreshadowing?* **Explain:** Present the writing prompt in all components and teach students to focus on the main question:  	**Writing Process: Drafting 1: Beginning the Draft Module 2** W24 Review steps of the writing process. Remind them they will review the prompt, clarifying the requirements: a character on a journey, a series of events, an interesting setting, and dialogue. **Model:** How to generate ideas and choose the literary text sub-genre. Reflect on books familiar to students to explain the differences of the sub-genres.
	Independent Writing				
	Sts will reflect on their preferences, write a response, and engage in discussion of their ideas in	**Structured Conversations** Sts will reflect on this question: What element of narratives is most	-Sts can work in pairs to: -Use key vocabulary in complete sentences.	**Structured Conversation:** Sts will work on brainstorming ideas using these guiding questions:	Sts will review their free writing to begin drafting their literary text. **Frequent Feedback:**

	pairs. **Frequent Feedback:** Circulate, monitor, and prompt sts while they write. Sts will share their ideas.	interesting to you? **Frequent Feedback:** Circulate, monitor, and prompt sts while they write. Sts will share their writing.	-Embed vocabulary from the list in a conversation with a friend. **Frequent Feedback:** Circulate, monitor, and prompt sts while they write. Sts will share their writing.	*What kind of story could you write with the first starter? What kind for the second?* **Frequent Feedback:** Circulate, monitor, and prompt sts while they write. Sts will share their ideas.	Circulate, monitor, and prompt sts while they write. Sts will share their writing.
Patterns of Power	**Grammar**				
	Patterns of Power Resource - Chapter 4.7 **Honor Everyone's Heritage: Capitalizing Nationalities and Languages**				
Research Class Project	**Culminating Project:** Students will create a proposal for a video about a topic from the class book they would like to investigate further. **Week 4:** Brainstorm possible topics and decide teams and configurations. Students will divide responsibilities and set goals. ● You can refer to HMH T206-207 for ideas on how to present the project to the class. ● Students should have a choice about topics and teams' configurations. ● Communicate expectations for the final proposal encouraging students to create a bilingual product. ● Students will generate questions about the topics.				
Literacy Stations	**Word Study & Grammar**	**Comprehension Skill**	**Writing**	**Independent Reading Choices w/ Accountability**	**Integrated Science & Social Studies**
	Content: Creating complex sentences Center Ideas From HMH W16 Write subordinating conjunctions on index cards such as *because, although, when, as* Sts can build complex sentences using the subordinating conjunctions. Post these guiding questions in the center so	Florida Center for Reading Research Plotting the Plot Text Feature Find	Content: Writing a narrative story using the writing process Center Ideas: Provide Story Starter: *"Lying in the ground like a dead chicken, I looked up to see…" or "Suddenly, we found ourselves lost in the wilderness without any…"* Sts can write different versions using the same story starter.	Self Selected Text: Sts will share their ideas from appropriate book or article that they are independently reading. Adapt the direction to the texts students choose. How did your opinion change during the story? What are the important points or ideas that the author presents in the text? How can you take the learning you gained during	Studies Weekly Week 3: Comparing New Colonies

	that sts can identify the elements of a complex sentence: *What is the subordinating conjunction?* *What is the independent clause?*		Sts can also revisit any of their writing to revise some sentences to complex sentences.	your reading to apply in other areas? Have sts complete a reading log to record their independent reading.	