

Module 1 Skills Breakdown

Grade 5 Module 1									
Grade Level	Reading	Writing	Speaking & Listening	Language	Extended Writing Task	Benchmark	Benchmark Samples	Performance Task	Intervention Foci
5	Primary Focus Standards: RL.CR.5.1 RL.CI.5.2. RL.IT.5.3. RL.TS.5.4. RL.PP.5.5. RL.MF.5.6.	Primary Focus Standards: W.NW.5.3. W.WP.5.4. W.RW.5.7.	Primary Focus Standards: SL.PE.5.1.	Primary Focus Standards: L.RF.5.3. L.RF.5.4. L.WF.5.2. L.KL.5.1. L.VL.5.2. L.VI.5.3.	Primary Focus Standards: W.NW.5.3, W.WP.5.4., RL.CR.5.1, The Secret Keepers tells about an unusual watch that holds mysterious and frightening power. The reader follows the story through the	Primary Focus Standards: W.NW.5.3 RL.CR.5.1, RL.CI.5.2., RL.IT.5.3., RL.TS.5.4. You've read the original Aesop's fable and then a retelling of that story. Using details from both the fable and the story, write your own story telling what the Town		Primary Focus Standards: Part 1. W.NW.5.3,R L.CR.5.1, RL.CI.5.2., RL.IT.5.3., RL.TS.5.4. Part 2. W.IW.5.2., RL.CR.5.1, RL.CI.5.2., RL.IT.5.3., RL.TS.5.4. Part 1: In this module you learned that there are many different ways to tell	Students working to <u>decode and encode</u> Students developing with <u>fluency</u> Students working to <u>identify main idea</u> Students working to <u>sequence events and facts</u> Students working to <u>determine the meaning of words and phrases</u>

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				thoughts, feelings, and experiences of the main character, Reuben. Use your imagination to create the next scene for the story. Change the point of view, telling this part of the story from Reuben's mother's perspective. How is she feeling? What is she noticing about Reuben?	Mouse/Johnny Town-mouse or the Country Mouse/Timmy Willie told their friends once they returned to their homes after their trips. What did they see? How did they feel about the experience? How do they feel about their homes now? Be sure to use details of the text as you write your own story. Your writing will be scored on how well		a story. Think of the different kinds of fiction that you have read. Using one of the subgenres discussed in class, compose a narrative about a character that is on a journey to discover something. Be sure to include: Specific characteristics of the subgenre A specific setting	Students working to <u>analyze character traits, motivations, and actions</u> Students working to <u>compare and contrast stories</u> Students working to <u>distinguish point of view</u> Students working to <u>elaborate on their ideas</u> Students working to <u>incorporate sentence variety</u>
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					What is she wondering about his actions? What will happen when she finally sees or touches the watch? Use details from the text, including mood, character traits, and previous events to help you craft your ending scene.	you: • show that you understood the ideas in the passage. • use ideas from the passage as part of your own story. • use words and sentences to create images for the reader.		Interesting characters A clearly defined set of events for the conflict Dialogue that develops the story Part 2: Now that you have written a narrative about a character that is on a journey to discover something, provide a written analysis on your own work. Which fictional subgenre	
	Text Type Fiction		Writing Genre: Narrative	Task Type Think-Pair-Share		Dive Concentrations Subject/Predicate			

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	Percy Jackson “My Mother Teaches Me Bullfighting” Eleven The Secret Keepers The Secret Garden Airborne		Infer the Topic Protocol Conversation Cues Red Light, Green Light Back-to-Back and Face-to-Face Socratic Seminar	Fragments Coordinating Conjunctions Prepositions Metaphors Punctuation/ Em Dash and En Dash Word Choice/ Descriptive Language Commas and Semicolons	and literary devices did you use and why? Be sure to include references from the texts covered in the module and explain how the author’s use of those same devices had an impact on the reader.	
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Module 1 Reading Standards	Module 1 Reading Critical Knowledge and Skills	Suggested Protocols/ Question Types
RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make	- Infer the Topic - Rank, Talk, Write - Written Conversation

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	global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	• Poster Walk • Where in the text does the author say....? In paragraph x, what does the author say about...? • Which detail from text 1 best helps the reader determine the meaning of the word __? • Which two details in paragraph __ help the reader understand the word __? • What inferences can you make about...? • Which of the following quotes supports the conclusion that...? • Drag and drop the detail from "--" that helps illustrate the description you chose for each character.
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.	• Identify the key details in a text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Identify the theme of the text • Determine central message or theme	• Jigsaw • World Cafe • Socratic Seminar • Which statement best summarizes the moral (message) of the tale --? • Which of the following is the main

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		idea of this text? • What was the author's main point in paragraph x? • Which statement is the theme of this text (story)...? • How is the action of this character similar to...? • In what way is __ (theme or idea) like (or unlike) _? • How would you have handled the situation (conflict) in lines (xx)...? • Which of the following statements about the central idea is likely true...?
RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).	• Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts • Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	• Annotating Text • Role Play • Which of the following are similarities (differences) between character x and character y...? • What attitude did the character x and character y display...? • How are the characters x and y (events) different..?

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		• What caused character ___ to change? • What can you infer about ____? (character, plot, resolution) • What do the character's reaction in lines (xx) tell the reader...? • Drag and drop evidence that best helps develop each setting in “__.” • The characters in “__” are very different from each other. Drag and drop the trait that best describes each character's overall personality.
RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	• Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	• Jigsaw • Socratic Seminar • How does the theme (setting or plot) develop...? • How does the scene __ fit into the overall structure of the text? • In “__”, how does the scene of __ in (paragraphs __ and __) fit with the scene of __ (paragraph __) to create the overall structure of the text? • How would this story (poem)

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		change if we took out...? Why do you think the author wrote this as a ____ (poem/story) instead of a ____...?
RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.	Explain how the point of view impacts the events in the text	- Chalk talk - Written Conversation - When the narrator of "___" states that character "-___," what does it show about his point of view toward --? - Why do the authors describe the events differently...? - How does the narrator's point of view influence how events are described...? - How would this story be different if another character was telling the story...?
RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	- Synthesize information from multiple sources - Use media efficiently to answer questions and to solve problems	- Gallery Walk - Written Conversation - Chalk Talk - Close Viewing

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		• How does the illustration after paragraph __ in __ help the reader understand the passage? • How does the illustration after paragraph __ in __ contribute to the meaning of the passage?
Module 1 Writing Standards	Module 1 Writing Critical Knowledge and Skills	Suggested Protocols/ Question Types
W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	• Write informative/explanatory texts to examine a topic and convey ideas and information clearly • Introduce a topic clearly to provide a focus • Group related information logically • Develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic • Use precise language and domain-specific vocabulary to inform about the topic • Use precise language and domain-specific vocabulary to explain the topic • The use of precise language and domain specific vocabulary can be used to explain and inform about a topic	• Annotating a Text • Collaborative Conversation • Semantic Webbing

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E. Provide a conclusion related to the information of explanation presented.		
W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.	● Compose a story hook to engage the reader ● Establish the story's background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events	● Annotating a Text ● Collaborative Conversation ● Semantic Webbing ● Poster Walk ● Infer the Topic

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W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Consider audience, purpose, and intent before writing. B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.	● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets)	● Collaborative Conversation ● Written Conversation ● Guided Practice
W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or	● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing	● Socratic Seminar ● World Cafe

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two) for a range of tasks, purposes, and audiences	Develop a topic related to the content area they are writing about to reflect task, audience, and purpose	- Dance Card - GoGoMo
Module 1 Speaking and Listening Standards	Module 1 Speaking and Listening Critical Knowledge and Skills	
SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	- Use previous knowledge to expand discussions about a topic - Engage in conversations about grade-appropriate topics and texts - Participate in a variety of rich, structured conversations - Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer	- Socratic Seminar - World Cafe - Dance Card - GoGoMo

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Module 1 Language Standards	Module 1 Language Critical Knowledge and Skills	Suggested Protocols/ Question Types
L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	● Identify common prefixes and suffixes. ● Demonstrate ability to pronounce and spell multisyllabic words. ● Utilize strategies for decoding multisyllabic words in texts	
L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary	
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices.	● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences	● Collaborative Conversation ● Written Conversation ● Guided Practice

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B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.	● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses ● Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling	
L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	● Identify sentences in writing that need revision ● Revise writing by expanding, combining,	● Socratic Seminar

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A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	and reducing sentences ● Determine similarities and differences in the presentation of English used in stories	● Final Word
L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify	● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words	● Frayer Model ● Contextual Redefinition ● Interactive Wordwall ● What is the meaning of the word -- in the text? ● Which detail from text 1 best helps the reader determine the meaning of the word __? ● In paragraph __ of __ what is __ doing when he <u>vocabulary word</u> about the __? ● Which two details in paragraph __ help the reader understand the word __? ● What does the simile (metaphor) in

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the precise meaning of key words and phrases.		paragraph x compare...?
L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs	● Jigsaw ● Socratic Seminar