

Central R-III Curriculum Form

Grade: 5	Subject: ELA; Poetry, Persuasive Texts, Westward Expansion, Realistic Fiction, Government, Industrial Revolution, Civil War & Reconstruction, WWI/Great Depression/WWII, Civil Rights		
Pacing: <ul style="list-style-type: none"> • First 20 Days: 1st Qtr. 4wks • Poetry: 1st Qtr. 2wks • Persuasive Texts 1st Qtr. 1 wk • Westward Expansion: 1st Qtr. 2wks 2nd Qtr. 1wk • Realistic Fiction: 2nd Qtr. 2wks • Government: 2nd Qtr. 3wks • Industrial Revolution: 2nd Qtr. 3wks • Civil War & Reconstruction: 3rd Qtr. 3wks • WWI, Great Depression, & WWII: 3rd Qtr. 5wks • Civil Rights: 4th Qtr. 2 wks 	MLS Code: R.2.A	Priority Standard: Comprehend a variety of genres in literature, informational text, digital works, and media independently and proficiently at grade level and interact with the text when appropriate. Supporting Standards:(MLS # only) Fiction: R.2.B., R.2.C, Nonfiction: R.3.A., R.3.B.,R.3.C., Media: R.4.A <ol style="list-style-type: none"> 1. compare and contrast roles and functions of characters in various plots, their relationships and their conflicts (DOK 3) 2. explain the theme or moral lesson, conflict and resolution (DOK 3) 3. describe point of view (<u>Keep question items consistent with language related to perspective</u>) influences events (DOK 3) 4. recognize foreshadowing (DOK 2) 5. explain the effect of historical event or movement in a work of literature (DOK 3) 6. introduce origin myths and culturally significant characters and events in mythology (DOK 1) (assessed locally) 7. introduce different forms of third-person points of view in stories (DOK 1) (assessed locally) 8. read, infer, and draw conclusions to explain how poets use sound and visual elements (DOK 2) (Limit to Elements of poetry: e.g., rhyme scheme, couplets, unusual patterns of punctuation and capitalization, alliteration, onomatopoeia) and identify forms of poems (DOK 1) (Forms of Poetry should include: dramatic poems with dialogue and action, haiku, couplet, cinquain and limerick) 9. read, infer, and draw conclusions to analyze the similarities between an original text and its dramatic adaptation (DOK 3), explain structural elements (DOK 2) (act, scene, cast of characters, stage direction) and evaluate the critical impact of sensory details, imagery and figurative language of a dramatic literature (DOK 3) <p>Comprehend, analyze and evaluate nonfiction (e.g. narrative, informative/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times</p> <ol style="list-style-type: none"> 10. use multiple text features and graphics to locate information and gain an overview of the contents of text information (DOK 2) 11. interpret details from procedural text to complete a task, solve a problem, or perform procedures (DOK 3) 12. interpret factual or quantitative information (DOK 2) (Information: e.g., maps, charts, illustrations, graphs, timelines, tables, diagrams) 13. evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim (DOK 3) 14. verify facts through established methods (DOK 2) 15. identify the author's viewpoint or position, supporting premises and evidence, and conclusions of a persuasive argument (DOK 2) 16. recognize exaggerated, contradictory, or misleading statements (DOK 2) 17. explain the type of evidence used to support a claim in a persuasive text (DOK 2) (Types of evidence: e.g., scientific research evidence, anecdotal evidence based on personal knowledge, discipline-based opinion of experts) 	

18. **use** reasoning to determine the logic of an author's conclusion and **provide** evidence to support reasoning. (DOK 3)
19. **identify** devices used in biographies and autobiographies (DOK 2) (Focus on text structure/ Devices: e.g., dates, chronological order, maps, photos, captions)
20. **explain** the difference between a stated and implied purpose for an expository text (DOK 2)
21. **analyze** how the pattern of organization of a text influences the relationships (DOK 3) (Pattern of organization: e.g., cause and effect, problem and solution, question and answer)
22. **analyze** multiple accounts of the same event or topic, noting important similarities and differences in the point of view/*perspective* (DOK 3)
23. **integrate** information from several texts on the same topic in order to write or speak about the subject knowledgeably (DOK 3)
24. **explain** how message conveyed in various forms of media are presented differently (DOK 2)
(Forms of media: e.g., documentaries, online information, televised news
Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.)
25. **compare and contrast** the difference in techniques used in print and digital media (DOK 2)
(Students may be asked to compare and/or contrast in conjunction with one another.
Media: e.g., commercials, documentaries, news)
26. **identify** the point of view (perspective) of media presentations (DOK 2)
27. **analyze** various digital media venues for levels of formality and informality (DOK 3)
28. **explain** textual and graphics features of web page and how they help readers to comprehend text (DOK 2) (Textual features: e.g., subheadings, links, sidebars, page design, audio/video clips
Graphic features: e.g., illustrations, graphs/charts, maps, photos)

Learning Activities:

[On My Honor](#) - Book
[Titanic Nonfiction Text Features and Multiple Accounts](#) Unit
[Wonder](#) - Book
[Alice's Adventures in Wonderland](#) - Book
[Bud, Not Buddy](#) - Book
[The Lightning Thief](#) - Book
[The 14th Goldfish](#) - Book
 The Graveyard Book - Book
 Westing Game - Book
 Coraline - Book
 Shiloh - Book
 Watsons Go to Birmingham - Book
 Tuck Everlasting - Book
 Unstoppable - Book
 Rosa Parks: My Story - Book
 Number the Stars - Book

Resources:

[Read Works Digital](#)
[Moby Max](#)
[SRI Teacher Login](#)
[Mr. Nussbaum](#)
[Short Films to practice skills](#)
 *[Comprehend a variety of genres in literature, informational text, digital works, and media independently and proficiently at grade level and interact with the text when appropriate.](#)

1. [Compare and Contrast](#)
 - a. [McGraw Hill Video Compare and Contrast 1](#)
 - b. [McGraw Hill Video Compare and Contrast 2](#)
 - c. [McGraw Hill Video Compare and Contrast Nonfiction](#)

The Secret Garden - Book

- d. As a novel is read, compare and contrast multiple characters, one character from beginning to end, roles and functions of characters in various plots, their relationships and their conflicts, read, infer, and draw conclusions to analyze the similarities between an original text and its dramatic adaptation, analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent (i.e. *The Three Little Pigs* vs. *The True Story of the Three Little Pigs*), compare and contrast the difference in techniques used in media. Use a Venn Diagram to record info.
- e. [Edcite Compare and Contrast](#)
- f. [Edcite Compare and Contrast Text to Media](#)
- g. [Edcite The Little Match Girl](#)
- h. [Character](#)
- i. [Powtoon Sensing and Inferring Character Traits](#) video
- j. [Character Traits and Development Video](#)
- k. [Wizer.me character traits](#)
- l. [EDpuzzle character traits](#)
- m. [Mood and Tone](#)
 - i. [Mood and Tone Video](#)
 - ii. [BrainPop Mood and Tone](#)
 - iii. [Toy Story 4 Mood and Tone Video](#)
 - iv. [Frozen Mood and Tone Video](#)
- n. [Cause and Effect](#)
 - i. [Brain Pop Jr. cause and effect](#)

- ii. [Cause and Effect Powtoon](#)
- iii. [EDpuzzle Finding Nemo cause and effect](#)
- iv. [EDpuzzle Birds cause and effect](#)

2. [Theme/Moral/Story Elements](#)

- a. [BrainPop Theme](#)
- b. [How to Find the Theme Video](#)
- c. [Teaching Theme with Songs Video](#)
- d. [Story Elements Video](#)
- e. [Interactive Elements of a Story](#)

3. [Point of View Influencing Events](#)

- a. [-Dear. Mrs LaRue Lesson](#)
(similar lessons can be completed with *Hey, Little Ant*, *The View from Saturday*, *Click, Clack Moo: Cows that Type* and *Criss Cross*)
- b. -When reading *Wonder* or other stories with multiple POV, discuss and note on chart and/or document how a different character's POV influenced how events were told.
- c. -Read multiple accounts of one story, such as *The Diary of Anne Frank*, *Making Bombs for Hitler*, and *Number the Stars*. Identify and discuss how the different points of view were used to tell the story.

- d. [student practice](#)

4. [Foreshadowing](#)

- a. As reading novels and viewing media, note foreshadowing that occurs discuss and/or note

on graphic organizers in [Foreshadowing](#) folder.

5. Effect of Historical Event
 - a. As reading through novels and viewing media, note historical events and movements on the text. Use cause and effect chart to show the effect of the event. (Possible texts: *Bud, Not Buddy*, *The Watson's Go to Birmingham*, *The Secret Garden*, *Tuck Everlasting*, *Rosa Parks: My Story*, *The Diary of Anne Frank*, *Number the Stars*, *The Lightning Thief*, and *The BFG*.)
6. [Myths](#) (Research Projects can be cross curricularly used with W2B.5)
 - a. [BrainPop Greek Gods](#)
 - b. [BrainPop Homer](#)
 - c. [Greek Myths for Kids Info.](#)
 - d. [Ancient Greek Gods Info. for Kids](#)
 - e. Students can create paper trading cards, slideshows, dioramas etc. to present information about Greek Gods. See ideas in folder.
 - f. [ReadWorks Digital Greek Myths](#)
 - g. Novel Unit: [The Lightning Thief](#) - Book
 - h. [Reader's Theater](#)
 - i. [Escape Room - Greek Mythology](#)
7. [Third-person Points of View](#)
 - a. [BrainPop Point of View](#)
 - b. [Point of View Flocabulary Point of View](#)
 - c. [Wizer.me Point of View](#)

8. [Poetry](#) A [slide presentation](#) has been created with poems that can be shared with students. Many poems in slides have links to sites listed below that have premade comprehension activities to go along with them.
- a. [Pre and Post Poetry Structure Test](#)
 - b. [BrainPop Poetry](#)
 - c. [Poetry DESE Model Curriculum](#) (also in standard W2C.5 - Narrative Writing)
 - d. [ixl poetry and figurative language](#)
 - e. [Super Teacher Worksheets Poetry](#)
9. [Original Text vs. Dramatic Adaptation](#)
- a. [Reader's Theaters](#)
 - b. After reading text that has a movie such as *Wonder*, *Alice's Adventures in Wonderland*, *Percy Jackson: The Lightning Thief*, *Shiloh*, *The Best Christmas Pageant Ever*, *The BFG*, *The Polar Express*, *The Secret Garden*, and *Tuck Everlasting* view the movie to compare and contrast by inferring, and drawing conclusions to analyze the similarities between an original text and its dramatic adaptation, identify structural elements and evaluate the critical impact of sensory details, imagery and figurative language of a dramatic literature

10. [Nonfiction](#)

- a. [DESE Model Curriculum "The History of History Makers"](#)
 - b. [DESE Model Curriculum "The British are Coming"](#)
 - c. [DESE Model Curriculum The Civil War and Reconstruction](#)
 - d. [DESE Model Curriculum How Does the Pre -Revolutionary War Era Affect Our Lives Today?](#)
 - e. [DESE Model Curriculum How does the Industrial Revolution and Westward Expansion Affect our Lives Today?](#)
 - f. [Super Teacher worksheets Nonfiction comprehension](#)
11. [Text Features](#)
12. [Procedural Text](#)
- a. [ReadWorks How They Cloned a Sheep](#)
13. [Interpret Factual Information](#)
- a. [ReadWorks](#)
 - b. [Newsela](#)
 - c. [Dogo News](#)
 - d. [Commonlit](#)
 - e. [Super Teacher Worksheets](#)
14. [Author's Purpose](#)
- a. [Simple Author's Purpose Video](#)
 - b. [PowToon Author's Purpose video](#)
 - c. Read *The Three Little Pigs*, *The True Story of the Three Little Pigs*, and an informative book on pigs. Discuss the purposes of each and why.
 - d. [Wizer.me choose the purpose](#)
 - e. [EDpuzzle author's purpose](#)
15. [Verify Facts](#)
- a. [Learning Farm Lesson](#)
 - b. [Education Galaxy Games](#)

- c. [MobyMax](#) - Reading Skills - Print and Digital Sources
- d. [BrainPop Fact and Opinion](#)
- e. [BrainPop Critical Reasoning](#)
- f. Read articles to compare and contrast informational text and opinion text: [CommonLit Information Text](#) [CommonLit Opinion Texts](#)

16. Author's Position

- a. Use the activities below to determine the author's viewpoint, supporting details, and conclusions in a persuasive piece. The activities can be linked to articles in
 - i. [Readworks](#)
 - ii. [Dogonews](#)
 - iii. [Newsela](#)
 - iv. [Kids Discover](#)
 - v. ["A Baby Boa"](#)
- b. [Interactive Reading Notebook with Mini-Lessons \(purple\) p.59-65](#)
- c. Interactive REading NOtebook with Mini-Lessons (brown) [Author's Viewpoint Flapbook activity p. 63-69](#)
- d. [Graphic Organizer Author's Point with Reasons/Evidence](#)
- e. [MobyMax](#) ->Reading Skills Informational -> Integration of Knowledge and Ideas -> Reasons and Evidence

17. [Recognize exaggerated, contradictory, or misleading statements](#)

- a. When reading persuasive text or watching persuasive media note the author's craft. Is s/he

using exaggerated, contradictory, or misleading statements. Handout and question stems available in folder.

- b. [Lesson](#)
- c. Activities can be linked in articles in:
 - i. [Newsela PRO/CON](#)
 - ii. [Super Teachers](#)
["Running.."](#)
 - iii. ["A Baby Boa"](#)
- d. [MobyMax](#) ->Reading Skills
Informational -> Integration of
Knowledge and Ideas ->
Reasons and Evidence

18. Explain the type of evidence

- a. [Ethos, Pathos, and Logos](#)
[identifications w.s. Reading](#)
[Info. Text Grades 4-5 p.79-82](#)
- b. Interactive Reading
informational Text Notebooks
(Green dots) [Ethos, Pathos, and](#)
[Logos Interactive notebook](#)
[activity p. 99-104](#)
- c. [Ethos, Pathos, and Logos](#)
[Interactive notebook activity](#)
[p.103-108](#)
- d. Activities can be linked in articles in:
 - i. [Newsela PRO/CON](#)
 - ii. [Super Teachers](#)
["Running.."](#)
 - iii. ["A Baby Boa"](#)
- e. [MobyMax](#) ->Reading Skills
Informational -> Integration of
Knowledge and Ideas ->
Reasons and Evidence

	<p>19. Use Reasoning to Determine the Logic of an Author's Conclusion</p> <ul style="list-style-type: none"> a. MobyMax ->Reading Skills Informational -> Integration of Knowledge and Ideas -> Reasons and Evidence <p>20. Biographies and Autobiographies</p> <ul style="list-style-type: none"> a. BrainPop Biographies b. Animated Biographies <p>21. Stated vs. Implied Purpose of Expository Text</p> <ul style="list-style-type: none"> a. <p>22. Analyze Pattern of Organization of Text</p> <ul style="list-style-type: none"> a. Review text organization with notes from Interactive Reading Notebook brown pages 41-48, purple pages 37-47, green dot pages 56-84, b. When reading nonfiction text note and examine organization <ul style="list-style-type: none"> i. Readworks ii. Dogonews iii. Newsela iv. Kids Discover c. Practice reproducibles Reading Informational Text pages 34-69 <p>23. Compare and Contrast Multiple Accounts of Same Topic</p> <p>24. Integrate Information from Several Texts</p> <p>25. Media</p> <ul style="list-style-type: none"> a. BrainPop Internet Search b. BrainPop Media Literacy
<p>Independent Practice: Five Days with Anne Frank The Diary of Anne Frank Activities and Writing Prompts Dogs Don't Tell Jokes Dogs Don't Tell Jokes Lit Link</p>	

[Number the Stars Book Unit](#)
[Number the Stars Novel Study](#)
[The Lightning Thief Comp. Questions](#)
[The Lightning Thief Novel Study](#)
[The Lightning Thief Book Unit](#)
[The Polar Express ELA Activities](#)
[The Running Dream](#)
[The BFG](#)
[Tuck Everlasting Study Guide](#)
[Wonder Student Packet](#)
[Wonder Unit Novel Study](#)
[Thank You, Mr. Falker](#)
[Alice's Adventures in Wonderland Vocabulary](#)
[On My Honor Teaching Unit](#)
[On My Honor a Complete Novel Study](#)
[Graphic Novel Guide](#)
[Graphic Novel Teacher Instruction](#)
[Bud, Not Buddy Book Unit](#)
[Bud, Not Buddy Novel Study](#)
[Bud, Not Buddy Quickwrites](#)
[Bud, Not Buddy Rules and Things](#)
[Study Guide for Shiloh](#)
[Shiloh Book Unit](#)
[The Best Christmas Pageant Ever Packet](#)
[The Best Christmas Pageant Ever Book Unit](#)
[The Watson's Go to Birmingham](#)
[The Crossover Reading Guide](#)

Assessment Activities:

- Teacher will select appropriate text from [ReadWorks Digital](#) or [MobyMax](#) to assess comprehension skills to match instruction.
- Beginning and end of the year DRA
- MobyMax Reading Level Assessment

Prerequisite Skills:

- Background in multiple genres
- Background in informational text
- Read at grade level
- Background in interacting with text
- Background in digital works and media

Academic Vocabulary:

explain, infer, what, when, text, inference, quote, explicit, draw, determine, summarize, detail, how, main idea, how, supporting detail, reason, evidence, support, author, point, identify, challenge, character, drama, poem, speaker, story, theme, topic, reflect, respond, stanza, structure, chapter, scene, series, structure

Other Resources and Notes:

Text types:

Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction

Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative

Check with mentor teacher or building administrator for logins and access to specific reading websites.