

Curriculum Framework

School: Academy of Dover Charter School

Content: ELA

Grade of Course: Fifth Grade

<u>Delaware Standards Alignment</u>	<u>Timeline</u>	<u>Concepts/Big Ideas/ Enduring Understandings</u>	<u>Essential Questions</u>	<u>Assessment</u>
Theme 1: Finding A Way				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.R.L.1</li> <li>• CC.5.R.L.2</li> <li>• CC.5.R.L.4</li> <li>• CC.5.R.L.5</li> <li>• CC.5.R.L.9</li> <li>• CC.5.R.L.10</li> <li>• CC.5.RI.1</li> <li>• CC.5.RI.2</li> <li>• CC.5.RI.3</li> <li>• CC.5.RI.4</li> <li>• CC.5.RI.6</li> <li>• CC.5.RI.9</li> <li>• CC.5.RI.10</li> <li>• CC.5.RF.3a</li> <li>• CC.5.RF.4a, b, c</li> <li>• CC.5.W.1a, b</li> <li>• CC.5.W.3a, b, c, d, e</li> <li>• CC.5.W.4</li> <li>• CC.5.W.5</li> <li>• CC.5.W.6</li> <li>• CC.5.W.7</li> <li>• CC.5.W.9 b</li> <li>• CC.5.W.10</li> <li>• CC.5.SL.1 a, b, c, d</li> <li>• CC.5.SL. 2</li> </ul>	August and September – 6 weeks, approximately the first 30 days of school (Dates Subject to Change based on DCAS and MAPS Testing)	<ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, previewing the text, accessing prior knowledge, predict what the text will be about and set a purpose for reading. They set strategies during the reading to track story structure, summarize, ask and answer questions, use graphic organizers, and monitor comprehension. After you read discuss the passage with a peer.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Good spellers use a variety of spelling strategies.</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Preview the text to set a purpose for reading.</li> <li>• Access prior knowledge to predict what the text will be</li> </ul>	<ul style="list-style-type: none"> <li>• Why am I speaking?</li> <li>• For whom?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do?</li> <li>• How do texts differ?</li> <li>• Why read fiction?</li> <li>• What is the relationship between reader and writer?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Describe a character from the text</li> <li>• Question of the Day and Daily Proofreading Practice</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Beginning of the Year Assessment</li> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Theme 1 Assessment</li> <li>• Biography/ Autobiography Report</li> </ul>

<ul style="list-style-type: none"> <li>• CC.5.SL.3</li> <li>• CC.5.SL.4</li> <li>• CC.5.SL.5</li> <li>• CC.5.SL.6</li> <li>• CC.5.L.1 a</li> <li>• CC.5.L.2 e</li> <li>• CC.5.L.4 a, c</li> <li>• CC.5.L.5 a, b, c</li> <li>• CC.5.L.6</li> </ul>		<p>about.</p> <ul style="list-style-type: none"> <li>• Produce complete declarative and interrogative sentences.</li> <li>• Analyze words to decode open and closed syllable patterns.</li> <li>• Recognize the plot in the story.</li> <li>• Recognize that plots contain a conflict and a resolution that can better help the reader understand the story.</li> <li>• Focus on reading a text fluently and accurately.</li> <li>• Identify realistic fiction as a story with characters and events that are like people and events in real life.</li> <li>• Make real life connections to a nonfiction magazine article.</li> <li>• Use voice in writing to illustrate a connection to the writer’s personality.</li> <li>• Write a descriptive paragraph based on a character from the text.</li> <li>• Explain how characters solve resolutions to conflicts.</li> <li>• Identify the features on an autobiography.</li> <li>• Reread to build fluency.</li> <li>• Sort, read and spell words with short vowel closed syllable patterns, words with</li> </ul>		
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		<p>long vowels and vowel diagraphs.</p> <ul style="list-style-type: none"><li>• Produce complete imperative and exclamatory sentences.</li><li>• Properly use and identify interjections within speaking, reading and writing.</li><li>• Use text clues to understand a characters motive.</li><li>• Self monitor comprehension, by rereading unfamiliar text.</li><li>• Identify the features of historical fiction.</li><li>• Change reading rate based on text structure.</li><li>• Sort, read and spell words with vowel diagraphs.</li><li>• Analyze words to decode vowel diagraph syllable patterns.</li><li>• Read and identify information from an interview.</li><li>• Categorize subjects and predicates within a sentence.</li><li>• Write an autobiographical narrative.</li><li>• Identify the text features of a biography.</li><li>• Analyze words to decode with inflections –ed, - ing.</li><li>• Sort, write and spell words with inflections.</li><li>• Write a travel diary entry.</li><li>• Compare characters motives</li></ul>		
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		<p>between a fiction and nonfiction story.</p> <ul style="list-style-type: none"><li>• Explain and compare complete and simple subjects and predicates.</li><li>• Develop a robust vocabulary through discussing literature.</li><li>• To listen to and respond to a poem.</li><li>• Record ideas and reflections.</li><li>• Make connections between texts and personal experiences.</li><li>• Use text features to locate information.</li></ul>		
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Curriculum Framework

School: Academy of Dover Charter School

Content: ELA

Grade of Course: Fifth Grade

<u>Delaware Standards Alignment</u>	<u>Timeline</u>	<u>Concepts/Big Ideas/ Enduring Understandings</u>	<u>Essential Questions</u>	<u>Assessment</u>
Theme 2: Common Goals				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.R.L.1</li> <li>• CC.5.R.L.2</li> <li>• CC.5.R.L.4</li> <li>• CC.5.R.L.5</li> <li>• CC.5.R.L.6</li> <li>• CC.5.R.L.9</li> <li>• CC.5.R.L.10</li> <li>• CC.5.R.I.1</li> <li>• CC.5.R.I.2</li> <li>• CC.5.R.I.4</li> <li>• CC.5.R.I.5</li> <li>• CC.5.R.I.6</li> <li>• CC.5.R.I.7</li> <li>• CC.5.R.I.9</li> <li>• CC.5.R.I.10</li> <li>• CC.5.RF.3 a</li> <li>• CC.5.RF.4 a, b, c</li> <li>• CC.5.W.1 a, b, d</li> <li>• CC.5.W.2 a, b, c, e</li> <li>• CC.5.W.3 a, b, d, e</li> <li>• CC.5.W.4</li> <li>• CC.5.W.5</li> <li>• CC.5.W.6</li> <li>• CC.5.W.7</li> <li>• CC.5.W.8</li> </ul>	October and Two Weeks in November – 6 weeks, 30 days of school (Dates Subject to Change based on DCAS and MAPS Testing)	<ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, previewing the text, accessing prior knowledge, predict what the text will be about and set a purpose for reading. They set strategies during the reading to track story structure, summarize, ask and answer questions, use graphic organizers, and monitor comprehension. After you read discuss the passage with a peer.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Good spellers use a variety of spelling strategies.</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Ask questions about the author’s message.</li> <li>• Write a short story, focusing on voice and word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do they do when they do not understand?</li> <li>• How should I read different types of texts?</li> <li>• What is the author saying?</li> <li>• How do I know?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Write a response to a literature selection</li> <li>• Question of the Day and Daily Proofreading Practice</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Theme 2 Assessment</li> </ul>

<ul style="list-style-type: none"> <li>• CC.5.W.9 a, b</li> <li>• CC.5.W.10</li> <li>• CC.5.SL.1 a, b, c, d</li> <li>• CC.5.SL.2</li> <li>• CC.5.SL.4</li> <li>• CC.5.SL.5</li> <li>• CC.5.SL.6</li> <li>• CC.5.L.1 a</li> <li>• CC.5.L.2 a, b, e</li> <li>• CC.5.L.3 a</li> <li>• CC.5.L.4 a, c</li> <li>• CC.5.L.5 a, b</li> <li>• CC.5.L.6</li> </ul>		<ul style="list-style-type: none"> <li>• Sort, write and spell words with: vowel blends, and consonant blends.</li> <li>• Identify the theme of a text based on the characters motives, actions and qualities.</li> <li>• Read a photo essay and make connections to known festivals.</li> <li>• Make connections between texts and personal experiences.</li> <li>• Analyze words to decode using consonant patterns.</li> <li>• Read fluently with expression.</li> <li>• Respond to literature by forming opinions and making text to self connections.</li> <li>• Write with clear ideas.</li> <li>• Organize information to write thoughts or ideas in order.</li> <li>• Express musical poetry fluently and with expression.</li> <li>• Compare musical poetry structure and themes among poems.</li> <li>• Produce, expand and rearrange simple and complex sentences correctly when speaking and writing.</li> <li>• Write a poem using voice and proper word choice.</li> <li>• Analyze syllable patterns to decode same medial</li> </ul>		
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		<p>consonants.</p> <ul style="list-style-type: none"><li>• Identify text structure as a form of sequencing in chronological order.</li><li>• Use graphic organizers to show the order of events in a text.</li><li>• Break story sections into phrases to assist with fluent reading.</li><li>• Practice reading fluently with a partner and providing feedback on the others phrasing.</li><li>• Explain the function and use of prepositions and prepositional phrases.</li><li>• Analyze and decode syllable patterns with three medial consonants.</li><li>• Use clauses and phrases properly within complex sentences.</li><li>• Write a summary following a sequence of events in time order.</li><li>• Read the summary orally to peers for helpful insights to editing the story.</li></ul>		
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Grade of Course: Fifth Grade

<u>Delaware Standards Alignment</u>	<u>Timeline</u>	<u>Concepts/Big Ideas/ Enduring Understandings</u>	<u>Essential Questions</u>	<u>Assessment</u>
Theme 3: Go With The Flow				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.RL.2</li> <li>• CC.5.RL.3</li> <li>• CC.5.RL.4</li> <li>• CC.5.RL.5</li> <li>• CC.5.RL.6</li> <li>• CC.5.RL.7</li> <li>• CC.5.RL.9</li> <li>• CC.5.RL.10</li> <li>• CC.5.RI.1</li> <li>• CC.5.RI.2</li> <li>• CC.5.RI.3</li> <li>• CC.5.RI.4</li> <li>• CC.5.RI.5</li> <li>• CC.5.RI.6</li> <li>• CC.5.RI.7</li> <li>• CC.5.RI.9</li> <li>• CC.5.RI.10</li> <li>• CC.5.RF.3 a</li> <li>• CC.5.RF.4 a, b, c</li> <li>• CC.5.W.1 a, b</li> <li>• CC.5.W.2 a, b, c, e</li> <li>• CC.5.W.4</li> <li>• CC.5.W.5</li> <li>• CC.5.W.6</li> <li>• CC.5.W.7</li> </ul>	Three Weeks in November and Three Weeks in December – 6 weeks, 30 days of school (Dates Subject to Change based on DCAS and MAPS Testing)	<ul style="list-style-type: none"> <li>• Good readers listen to a story for understanding and enjoyment and can set a purpose for listening to a story.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Use comprehension strategies to decode the meaning of unknown text</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Compare and Contrast key elements within the text</li> <li>• Identify and use words with the VCV spelling pattern</li> <li>• Recognize the elements of Historical fiction</li> <li>• Recognize the elements of expository nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• How is oral language different from spoken language?</li> <li>• Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?</li> <li>• How do speakers express their thoughts and feelings?</li> <li>• Why share written ideas orally?</li> <li>• What is the main idea?</li> <li>• What is the relationship between reader and writer?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Write a descriptive paragraph</li> <li>• Write a cause and effect paragraph</li> <li>• Write a compare and contrast paragraph</li> <li>• Question of the Day and Daily Proofreading Practice</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Theme 3 Assessment</li> </ul>



<ul style="list-style-type: none"> <li>• CC.5.W.8</li> <li>• CC.5.W.9 b</li> <li>• CC.5.W.10</li> <li>• CC.SL.1 a, b, c, d</li> <li>• CC.5.SL.2</li> <li>• CC.5.SL.4</li> <li>• CC.5.SL.5</li> <li>• CC.5.SL.6</li> <li>• CC.5.L.2 e</li> <li>• CC.5.L.3 a</li> <li>• CC.5.L.4 a, b, c</li> <li>• CC.5.L.5 a</li> <li>• CC.5.L.6</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize the elements of an informational narrative</li> <li>• Recognize the elements of a Tall Tale</li> <li>• Recognize the elements of poetry</li> <li>• Recognize and understand Common and Proper nouns, possessive nouns, singular and plural pronouns , and pronoun antecedent agreement.</li> <li>• Form a descriptive paragraph</li> <li>• Use self correct, as a strategy for comprehension.</li> <li>• Use compare and contrast in comparing contextual information and characters in the text</li> <li>• Retell the story and use those skills to summarize the story..</li> <li>• Develop vocabulary through discussing a literature selection and context clues.</li> <li>• Demonstrate knowledge of word meaning.</li> <li>• Read with expression.</li> <li>• Make connections between text and personal experiences.</li> <li>• Use context clues and synonyms to find meanings for unknown words.</li> <li>• Read poetry fluently.</li> </ul>		
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		<ul style="list-style-type: none"><li>• Recognize cause and effect relationships in literary texts.</li><li>• Identify the author's purpose for writing.</li><li>• Focus on pace in reading</li></ul>		
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<u>Delaware Standards Alignment</u>	<u>Timeline</u>	<u>Concepts/Big Ideas/ Enduring Understandings</u>	<u>Essential Questions</u>	<u>Assessment</u>
Theme 4: Dare to Be Great				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.RL.1</li> <li>• CC.5.RL.2</li> <li>• CC.5.RL.3</li> <li>• CC.5.RL.4</li> <li>• CC.5.RL.5</li> <li>• CC.5.RL.6</li> <li>• CC.5.RL.7</li> <li>• CC.5.RL.9</li> <li>• CC.5.RL.10</li> <li>• CC.5.RI. 1</li> <li>• CC.5.RI. 2</li> <li>• CC.5.RI.3</li> <li>• CC.5.RI.4</li> <li>• CC.5.RI.5</li> <li>• CC.5.RI.6</li> <li>• CC.5.RI.8</li> <li>• CC.5.RI.9</li> <li>• CC.5.RI.10.</li> <li>• CC.5.RF.3 a</li> <li>• CC.5.RF.4 a, b</li> <li>• CC.5.W.2 a, b, d</li> <li>• CC.5.W.3 a, b, c, d, e</li> <li>• CC.5.W.4</li> <li>• CC.5.W.5</li> <li>• CC.5.W.6</li> </ul>	January and Two Weeks in February – 6 weeks, 30 days of school (Dates Subject to Change based on DCAS and MAPS Testing)	<ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, previewing the text, accessing prior knowledge, predict what the text will be about and set a purpose for reading. They set strategies during the reading to track story structure, summarize, ask and answer questions, use graphic organizers, and monitor comprehension. After you read discuss the passage with a peer.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Good spellers use a variety of spelling strategies.</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Identify unstated information to create inferences from a text.</li> <li>• Relate background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• How do speakers express their thoughts and feelings?</li> <li>• Why share written ideas orally?</li> <li>• What is new and what is old here?</li> <li>• Have we run across this idea before?</li> <li>• What is the relationship between reader and writer?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Write a Folktale</li> <li>• Question of the Day and Daily Proofreading Practice</li> <li>• Writing Drafts</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Middle of the Year Assessment</li> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Theme 4 Assessment</li> <li>• Research Report of an Inventor</li> </ul>

<ul style="list-style-type: none"> <li>• CC.5.W.7</li> <li>• CC.5.W.8</li> <li>• CC.5.W.9 a, b</li> <li>• CC.5.W.10</li> <li>• CC.5.SL.1 a, b, c, d</li> <li>• CC.5.SL.2</li> <li>• CC.5.SL.4</li> <li>• CC.5.SL.5</li> <li>• CC.5.SL.6</li> <li>• CC.5.L.1 c</li> <li>• CC.5.L.2 e</li> <li>• CC.5.L.3 a, b</li> <li>• CC.5.L.4 a, c</li> <li>• CC.5.L.5 a, c</li> <li>• CC.5.L.6</li> </ul>		<p>to text to assist in making an inference.</p> <ul style="list-style-type: none"> <li>• Read a folktale and make connections to text.</li> <li>• Recognize the relationship between plot and story events.</li> <li>• Distinguish how plot events lead to the resolution of a stories conflict.</li> <li>• Listen to the story audio to practice intonation.</li> <li>• Analyze the structural analysis to decode prefixes.</li> <li>• Sort, spell and write with prefixes, suffixes, and homophones.</li> <li>• Use and identify subjective and objective case pronouns.</li> <li>• Write a fictional narrative.</li> <li>• Establish voice for the characters within the narrative.</li> <li>• Apply quotation marks and commas properly to indicate dialogues within the narrative.</li> <li>• Utilize a graphic organizer to plan ideas.</li> <li>• Write an email.</li> <li>• Use intonation to reflect the mood of the story.</li> <li>• Use and identify possessive and reflexive case pronouns.</li> </ul>		
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		<ul style="list-style-type: none"><li>• Write a description of the life cycle.</li><li>• Monitor comprehension by adjusting reading rate for difficult text.</li><li>• Distinguish between the main ideas and details in a passage.</li><li>• Analyze the structure of suffixes to decode words.</li><li>• Revise adjective use to best identify word choices.</li><li>• Relate articles to speaking and writing.</li><li>• Increase reading rate while reading orally with a peer.</li><li>• Identify the text features in a biography.</li><li>• Break apart longer words to properly decode them.</li><li>• Write a letter to make a request.</li><li>• Correctly use main and helping verbs.</li><li>• Use and define new vocabulary words.</li></ul>		
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Theme 5: Making A Difference				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.RL.1</li> <li>• CC.5.RL.2</li> <li>• CC.5.RL.3</li> <li>• CC.5.RL.4</li> <li>• CC.5.RL.5</li> <li>• CC.5.RL.9</li> <li>• CC.5.RL.10</li> <li>• CC.5.RI.1</li> <li>• CC.5.RI.2</li> <li>• CC.5.RI.4</li> <li>• CC.5.RI.6</li> <li>• CC.5.RI.8</li> <li>• CC.5.RI.9</li> <li>• CC.5.RI.10</li> <li>• CC.5.FS.3 a</li> <li>• CC.5.FS.4 a, b</li> <li>• CC.5.W.1 a, b, d</li> <li>• CC5.W.2 a, b, d</li> <li>• CC.5.W.3 a, b, c, d, e</li> <li>• CC.5.W.4</li> <li>• CC.5.W.5</li> <li>• CC.5.W.6</li> <li>• CC.5.W.7</li> <li>• CC.5.W.8</li> <li>• CC.5.W.9 b</li> </ul>	<p>Two Weeks in February and Four Weeks in March – 6 weeks, 30 days of school (Dates Subject to Change based on DCAS and MAPS Testing)</p>	<ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, previewing the text, accessing prior knowledge, predict what the text will be about and set a purpose for reading. They set strategies during the reading to track story structure, summarize, ask and answer questions, use graphic organizers, and monitor comprehension. After you read discuss the passage with a peer.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Good spellers use a variety of spelling strategies.</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Distinguish how the author’s purpose and perspective influence text.</li> <li>• Identify three forms of</li> </ul>	<ul style="list-style-type: none"> <li>• Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?</li> <li>• What do you do when you do not understand everything in a text?</li> <li>• How do I know I am getting the point and not merely imposing my views and experiences?</li> <li>• What does a reader gain by retelling a story?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Write a Research Report</li> <li>• Question of the Day and Daily Proofreading Practice</li> <li>• Writing Drafts</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Theme 5 Assessment</li> </ul>

<ul style="list-style-type: none"> <li>• CC.5.W.10</li> <li>• CC.5.SL.1 a, b, c, d</li> <li>• CC.5.SL.2</li> <li>• CC.5.SL.4</li> <li>• CC.5.SL.5</li> <li>• CC.5.SL.6</li> <li>• CC.5.L.1 b, c</li> <li>• CC.5.L.2 e</li> <li>• CC.5.L.3 a, b</li> <li>• CC.5.L.4 a, b, c</li> <li>• CC.5.L.5 a, b, c</li> <li>• CC.5.L.6</li> </ul>		<p>author's purpose entertain, persuade, and inform.</p> <ul style="list-style-type: none"> <li>• Write a persuasive composition focusing on sentence fluency and word choice.</li> <li>• Brainstorm ideas for the persuasive composition.</li> <li>• Focus on expression when reading fluently.</li> <li>• Analyze and decode prefixes.</li> <li>• Sort, write and spell with prefixes, suffixes, silent letters, and unusual plurals.</li> <li>• Use and identify action and linking verbs.</li> <li>• Read a play using parts.</li> <li>• Analyze to decode suffixes.</li> <li>• Recognize and correctly use present tense verbs.</li> <li>• Identify the author's perspective by reflecting on the words an author uses.</li> <li>• Discuss how characters may feel in a portion of the play, re read those parts with the expression discussed.</li> <li>• Write a persuasive radio advertisement and orally present it to the class.</li> <li>• Identify the use of figurative language within a text.</li> <li>• Define imagery as a literary device that describes people.</li> </ul>		
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<u>Delaware Standards Alignment</u>	<u>Timeline</u>	<u>Concepts/Big Ideas/ Enduring Understandings</u>	<u>Essential Questions</u>	<u>Assessment</u>
Theme 6: Feats of Daring				
<u>CCSS/ ELA</u> <ul style="list-style-type: none"> <li>• CC.5.R.L.1</li> <li>• CC.5.R.L.2</li> <li>• CC.5.R.L.4</li> <li>• CC.5.R.L.5</li> <li>• CC.5.R.L.7</li> <li>• CC.5.R.L.9</li> <li>• CC.5.R.L.10</li> <li>• CC.5.RI.1</li> <li>• CC.5.RI.3</li> <li>• CC.5.RI.4</li> <li>• CC.5.RI.5</li> <li>• CC.5.RI.8</li> <li>• CC.5.RI.10</li> <li>• CC.5.RF.3a</li> <li>• CC.5.RF.4a,b,c</li> <li>• CC.5.W.1</li> <li>• CC.5.W.1a</li> <li>• CC.5.W.1d</li> <li>• CC.5.W.2b,c,d,e</li> <li>• CC.5.W.3c</li> <li>• CC.5SL1</li> <li>• CC.5SL2</li> <li>• CC.5SL3</li> <li>• CC.5.SL4</li> <li>• CC.5L1a</li> <li>• CC.5L1b, d</li> </ul>	<p>Three Weeks in April and Three Weeks in May – 6 weeks, 30 days of school (Dates Subject to Change based on DCAS ) (This will span the whole year, since DCAS will take the remaining time.)</p>	<ul style="list-style-type: none"> <li>• Good readers listen to a story for understanding and enjoyment and can set a purpose for listening to a story.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Use graphic organizers as a strategy for comprehension.</li> <li>• Good spellers use a variety of spelling strategies.</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Spell with and identify suffixes and prefixes.</li> <li>• Identify words with Greek word parts</li> <li>• Identify words with Latin word parts</li> <li>• Identify and deconstruct contractions</li> <li>• Identify adverbs and use them in writing</li> <li>• Use correct punctuation in written text</li> <li>• Understand and identify irregular verbs</li> <li>• Use the comprehension skill</li> </ul>	<ul style="list-style-type: none"> <li>• Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?</li> <li>• What do you do when you do not understand everything in a text?</li> <li>• How do I know I am getting the point and not merely imposing my views and experiences?</li> <li>• What does a reader gain by retelling a story?</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Think /Pair/ Share</li> <li>• Write a Research Report</li> <li>• Question of the Day and Daily Proofreading Practice</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• End of the Year Assessment</li> <li>• Weekly Lesson Test</li> <li>• Weekly Spelling Test</li> <li>• Weekly Grammar Quiz</li> <li>• Weekly Vocabulary Quiz</li> <li>• Writing Sample</li> <li>• Feats of Daring Theme 6 Assessment</li> </ul>

		<p>summarize and paraphrase</p> <ul style="list-style-type: none"><li>• Use the comprehension strategy “read ahead to understand text information</li><li>• Make inferences within a selection.</li><li>• Use a graphic organizer to organize information.</li><li>• Understand the text features of a narrative nonfiction, expository nonfiction, biography, magazine article, almanac, and time line</li><li>• Use the pictures and heading in a story to make and confirm predictions.</li><li>• Develop vocabulary through the use of context clues.</li><li>• Understand the characteristics of narrative nonfiction</li><li>• Use punctuation to practice reading with fluency.</li><li>• Make connections between texts, through texts, and to personal experiences.</li><li>• Understand and use multiple meaning words.</li><li>• Recognize that adverbs describe how something is done.</li><li>• Understand how to make and use predictions when reading</li></ul>		
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		<p>a story.</p> <ul style="list-style-type: none"><li>• Define and identify homographs correctly in writing and speaking.</li><li>• Summarize a selection.</li><li>• Use intonation to read with expression.</li><li>• Use correct capitalization in a sentence.</li><li>• Use commas properly in a sentence.</li><li>• Punctuate and capitalize titles of books, magazines, or newspapers correctly.</li></ul>		
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