

5-ELA Reading MLS

English Language Arts

Grade(s) 5th, Duration 1 Year, 1 Credit
Required Course

Course Description

The students will read fluently and use appropriate grade-level vocabulary to comprehend fiction and nonfiction texts.

Scope And Sequence		
Timeframe	Unit	Instructional Topics
30 Day(s)	Interpretation Book Clubs: Analyzing Themes	1. Writing About Reading With Voice and Investment 2. Raising the Level of Writing and Talking about Literature (Introduce Book Clubs) 3. Thematic Text Sets: Turning Texts Inside Out
27 Day(s)	Tackling Complexity: Moving Up Levels of Nonfiction	1. Working With Text Complexity 2. Applying Knowledge About Nonfiction Reading to Inquiry Projects
40 Day(s)	Argument and Advocacy: Researching Debatable Issues	1. Starting With Author's Purpose and Viewpoint 2. Investigating Issues 3. Raising the Level of Research 4. Researching a New Issue with More Agency
34 Day(s)	Fantasy Book Clubs: The Magic of Themes and Symbols	1. Constructing and Navigating Other Worlds 2. More than Dwarves: Metaphors, Life-lessons, Quests, and Thematic Patterns 3. When Fact and Fantasy Collide 4. Literary Traditions: Connecting Fantasy to Other Genres
31 Day(s)	Word Study	1. The Origins of Words 2. Reference Books 3. Understanding and Constructing Analogies
6 Day(s)	Media	1. Understanding Media
6 Day(s)	Drama	1. Elements of Dramatic Literature

Course Instructional Resources/Textbook

Lucy Calkins Reading Program

Course Details

Unit: Interpretation Book Clubs: Analyzing Themes

Duration: 30 Day(s)

Unit Description

The students will read and analyze texts to determine theme and support with evidence.

Enduring Understandings/Essential Learner Outcomes

The students will infer about characters and other story elements.

The students will determine theme and support with text evidence.

The students will compare and contrast story elements and themes and support with text evidence.

The students will analyze author's craft and techniques.

Academic Vocabulary

Theme

Textual Evidence

Author's Craft and Techniques

Infer

Story Elements

Topic: Writing About Reading With Voice and Investment

Duration: 10 Day(s)

Description

The students will focus a lot on writing about what they read using post-its and notebooks. They will write about characters, themes, story elements, as well as author's craft and techniques that they use.

Academic Vocabulary (What terms will students need to know?)

Theme

Story Elements

Author's Craft and Technique

Definition of Mastery

Students will be able to write about possible themes and support with evidence.

Students will be able to pick out important parts of the book and explain why they are important.

Students will be able to tell why they think the author chose to write a specific part and explain their reasoning.

Learning Targets

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Students will use textual evidence to support their inferences.

Students will describe how the narrator's point of view influences events.

Students will compare and contrast the roles and functions of characters.

The students will identify and explain what the conflict and resolution are in a story or novel.

Students will understand how the narrator's point of view influences events.

Students will draw conclusions and reference textual evidence to support analysis.

I can monitor my comprehension and make corrections.

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can read a text that is developmentally appropriate.

I can produce evidence of reading.

Students will develop and apply effective listening skills and strategies in formal and informal settings by listening to for the speaker's message and summarizing main points based on evidence while participating in read-alouds.

Students will develop and apply effective listening skills and strategies in formal and informal setting by evaluating and modifying own active listening skills while participating in read alouds.

Topic: Raising the Level of Writing and Talking about Literature
(Introduce Book Clubs)

Duration: 10 Day(s)

Description

Students will read interpretatively to recognize multiple themes that extend throughout the entire text. They will be able to write and discuss this thoroughly defending their ideas with reasons and evidence taking into consideration character motives and actions, settings, and conflict.

Academic Vocabulary (What terms will students need to know?)

interpret
theme
evidence

Definition of Mastery

Student will show evidence of a theme by using text evidence to support their thinking.

Learning Targets

Students will compare and contrast the roles and functions of characters.

Students will describe how the narrator's point of view influences events.

Students will understand how the narrator's point of view influences events.

Students will use textual evidence to support their inferences.

The students will identify and explain what the conflict and resolution are in a story or novel.

The students will annotate about explicit details in the text.

The students will explain what theme is in the story.

The students will compare, contrast and analyze relevant connections to text to world.

Students will comprehend and make corrections and adjustments when understanding.

Topic: Thematic Text Sets: Turning Texts Inside Out

Duration: 10 Day(s)

Description

Students will be able to compare and contrast story elements and themes across multiple texts.

Academic Vocabulary (What terms will students need to know?)

Theme
Compare/Contrast
Story Elements

Definition of Mastery

Students will be able to find a theme that is present in two or more texts explaining with textual evidence. This evidence will include how the author used specific techniques to achieve the theme.

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Learning Targets

Students will draw conclusions, inferring by using textual evidence to support their inferences drawn from the text.

The students will use two or more texts to compare and contrast ideas including characters and other story elements.

The students will compare and contrast the roles of characters in the plots, their relationships and their conflicts.

Students will explain the theme or moral lesson, conflict and resolution in a story.

Unit: Tackling Complexity: Moving Up Levels of Nonfiction

Duration: 27 Day(s)

Unit Description

Students will be able to read complex nonfiction texts and summarize the main ideas.

Enduring Understandings/Essential Learner Outcomes

Students will be able to Determine main ideas, summarize, writing about reading nonfiction, compare/contrast main idea's across texts, making inferences

Academic Vocabulary

main idea
summarize
compare
contrast
inference
nonfiction

Topic: Working With Text Complexity

Duration: 12 Day(s)

Description

Students will inquire into the ways complex nonfiction gets hard, and you'll support them in developing skills and strategies to tackle those difficulties.

Academic Vocabulary (What terms will students need to know?)

nonfiction
strategies
summarizing
main idea
context
structure

Definition of Mastery

Students will be able to recognize the structure, summarize, and use supporting ideas with nonfiction texts.

Learning Targets

Students will be able to use context clues to find the meaning of unknown words.

Students will use multiple text features to find the main idea and supporting details of a text.

I can explain the difference between a stated and implied purpose for an expository text.

Topic: Applying Knowledge About Nonfiction Reading to Inquiry Projects

Duration: 15 Day(s)

Description

Students will become independent researchers, and will choose one topic in the world they most want to research. They will question what they read and synthesize the information across different texts on a subtopic.

Academic Vocabulary (What terms will students need to know?)

research
primary sources
sources
trustworthiness of sources

Definition of Mastery

Students will complete a comprehensive study of their topic. They will become an expert on their topic and present their research in class.

Learning Targets

The students will annotate about explicit details in the text.

Students will draw conclusions and reference textual evidence to support analysis.

Students will use multiple text features to find the main idea and supporting details of a text.

Students will use textual evidence to support their inferences.

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Students will read, infer and draw conclusions to interpret details from a procedural text to solve a problem or perform an action.

The students will read, infer and draw conclusions to interpret factual or quantitative information.

Students will identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

I can analyze multiple accounts of the same event of topic, noting similarities and differences in the point of view.

I can analyze how the pattern of organization of a text influences the relationships.

Unit: Argument and Advocacy: Researching Debatable Issues

Duration: 40 Day(s)

Unit Description

Reading to research an issue and using that information to debate.

Enduring Understandings/Essential Learner Outcomes

Students will be able to research an issue, debate, annotating texts, tracing a source, and evaluate arguments.

Academic Vocabulary

argument
debate
ethical
relevant information
annotating
perspective

Topic: Starting With Author's Purpose and Viewpoint

Duration: 12 Day(s)

Description

In this topic, The students will understand author's purpose and author's point of view.

Academic Vocabulary (What terms will students need to know?)

Author's Purpose (entertain, persuade, inform)
Author's Point of View
supporting evidence

Definition of Mastery

Students will be able to identify and provide evidence for author's purpose, explaining if it is to entertain, inform, or persuade. Also, explain how author's point-of-view is related to author's purpose.

Learning Targets

The students will understand author's purpose (to entertain, to inform, or to persuade)

The students will provide evidence to support their opinion.

The students will understand author's point of view and how it relates to author's purpose.

I can use conversational, general academic and domain-specific words and phrases.

I can tell the different points of view in a stories.

I can analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

I can explain the type of evidence used to support a claim in a persuasive text.

I can explain how messages conveyed in various forms of media are presented differently.

I can develop an understanding of media by comparing and contrasting the difference in techniques used in media.

I can develop an understanding of media by identifying the point of view of media presentations.

Students will recognize exaggerated, contradictory, or misleading statements.

Topic: Investigating Issues

Duration: 10 Day(s)

Description

Students will be able to and evaluate an argumentative text.

Academic Vocabulary (What terms will students need to know?)

argumentative text
research
evaluate
evidence
claim

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Definition of Mastery

Students will be able to read an argumentative text and state the claim being made and show the evidence to support that claim.

Learning Targets

The students will provide evidence to support their opinion.

The students will understand author's point of view and how it relates to author's purpose.

I can verify facts through established methods.

I can identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.

I can use reasoning to determine the logic or an author's conclusion and provide evidence to support reasoning.

Topic: Raising the Level of Research

Duration: 9 Day(s)

Description

Students will continue to study issues, now with more depth and an analytic lens.

Academic Vocabulary (What terms will students need to know?)

perspective
bias
credibility
debate

Definition of Mastery

Students will choose a debatable issue and research evidence and use it more strongly to debate. They will prepare for rebuttal and cite evidence.

Learning Targets

The students will provide evidence to support their opinion.

The students will understand author's point of view and how it relates to author's purpose.

The students will understand author's purpose (to entertain, to inform, or to persuade)

I can analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

Students will use several texts on the same topic in order to write or speak about the subject knowledgeably.

Students will speak clearly, audibly and to the point, using conventions of language when debating individually or with a group.

Topic: Researching a New Issue with More Agency

Duration: 9 Day(s)

Description

Students will study a completely new issue. They will use all that they have learned in this topic to research on their own and debate it.

Academic Vocabulary (What terms will students need to know?)

research
debate
cite
evidence
claim

Definition of Mastery

Students will be able to debate a new issue they have researched and gathered evidence on.

Learning Targets

The students will provide evidence to support their opinion.

The students will understand author's point of view and how it relates to author's purpose.

The students will understand author's purpose (to entertain, to inform, or to persuade)

Unit: Fantasy Book Clubs: The Magic of Themes and Symbols

Duration: 34 Day(s)

Unit Description

Use fantasy genre to embrace complexity and deeper the understanding of multiple problems.

Enduring Understandings/Essential Learner Outcomes

Students will be able to research the setting (understanding that it can be a "character" in a fantasy story), keep track of problems that multiply, realize real life problems with in text, finding internal/external quests in text, understand symbolism, interpret allegories in fantasy stories, and identify archetypes.

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Academic Vocabulary

fantasy
symbolism
archetypes
allegories

Topic: Constructing and Navigating Other Worlds

Duration: 8 Day(s)

Description

Students will learn how fantasy novels become complicated very quickly and the work readers do to meet these challenges.

Academic Vocabulary (What terms will students need to know?)

Fantasy Fiction
Metaphors
Setting as a character

Definition of Mastery

Students will understand how fantasy fiction allows readers to explore new worlds and how the characters react to those new places.

Learning Targets

Students will compare and contrast the roles and functions of characters.

Students will draw conclusions, inferring by using textual evidence to support their inferences drawn from the text.

Students will explain the theme or moral lesson, conflict and resolution in a story.

Students will use textual evidence to support their inferences.

The students will compare and contrast the roles of characters in the plots, their relationships and their conflicts.

The students will read and analyze the structure of fantasy fiction in order to draw conclusions and infer about the characters and their relationships. (How fantasy fictions goes and how characters change.)

Topic: More than Dwarves: Metaphors, Life-lessons, Quests, and Thematic Patterns

Duration: 10 Day(s)

Description

Students will learn how comparing and contrasting characters' will help understand them. Also, understanding that metaphors are used everywhere in fantasy.

Academic Vocabulary (What terms will students need to know?)

Internal and External Quests
Metaphors
theme
Life-lessons
historical Lens

Definition of Mastery

Students will be able to identify the "dragons" that the character is dealing with both externally and internally. Also, understand that history and geography have a lot to do with fantasy fiction genre.

Learning Targets

Students will be able to use context clues to find the meaning of unknown words.

Students will compare and contrast the roles and functions of characters.

Students will explain the theme or moral lesson, conflict and resolution in a story.

The students will compare and contrast the roles of characters in the plots, their relationships and their conflicts.

The students will explain what theme is in the story.

The students will identify and explain what the conflict and resolution are in a story or novel.

I can recognize foreshadowing.

I can explain the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text.

Students will understand the origin of a myth and culturally significant character/events in mythology.

Topic: When Fact and Fantasy Collide

Duration: 8 Day(s)

Description

Students will understand that fantasy novels make all sorts of references to things that readers can research. They should read to deepen

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their knowledge about a particular topic that a fantasy novel brings up.

Academic Vocabulary (What terms will students need to know?)

fantasy
fact
research
symbols
allegories

Definition of Mastery

Students will be able to write about how researching a topic introduced in the book has given a better understanding about a fantasy novel.

Learning Targets

Students will draw conclusions and reference textual evidence to support analysis.

Students will draw conclusions, inferring by using textual evidence to support their inferences drawn from the text.

I can evaluate the critical impact of sensory details, imagery, and figurative language.

Topic: Literary Traditions: Connecting Fantasy to Other Genres

Duration: 8 Day(s)

Description

Students will develop a deeper understanding of literary traditions. Including the study of archetypes and stereotypes and how these can move across different genres.

Academic Vocabulary (What terms will students need to know?)

archetypes
stereotypes

Definition of Mastery

Students will be able to read a novel and complete stop and jots that contain a clear understanding of archetypes and stereotypes from any novel.

Learning Targets

The students will annotate about explicit details in the text.

Students will compare and contrast the roles and functions of characters.

The students will use two or more texts to compare and contrast ideas including characters and other story elements.

Unit: Word Study

Duration: 31 Day(s)

Unit Description

The students will develop vocabulary using different strategies.

Enduring Understandings/Essential Learner Outcomes

The students will determine word meanings using different strategies.

Academic Vocabulary

analogies
dictionary
thesaurus
glossary
root words
prefixes
suffixes

Topic: The Origins of Words

Duration: 11 Day(s)

Description

Students will develop an understanding how words were derived.

Academic Vocabulary (What terms will students need to know?)

Latin
Greek
linguistic root words
prefixes
suffixes

Definition of Mastery

Give 3 examples where they are given a word and can tell where the root word is derived from.

Learning Targets

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Required Course

Students will understand vocabulary by determining the origins of the roots, prefixes and suffixes.

Students will develop phonics by reading root words, prefixes, and suffixes and other important words.

Develop phonics in the reading process by decoding words using letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar words.

Topic: Reference Books

Duration: 10 Day(s)

Description

Students will understand how to use reference books to look up words.

Academic Vocabulary (What terms will students need to know?)

dictionary
thesaurus
glossary

Definition of Mastery

Students will be able to look up words and give meaning, part of speech, pronunciations and alternate word choices.

Learning Targets

Students will look up words using a dictionary, thesaurus, and glossary looking for meaning, part of speech, pronunciation, and alternate word choices.

The students will identify and use words and phrases that signal contrast, addition and relationships.

Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships

Topic: Understanding and Constructing Analogies

Duration: 10 Day(s)

Description

Students will understand what an analogy is and how to construct their own.

Academic Vocabulary (What terms will students need to know?)

analogy

Definition of Mastery

Students will be able to construct analogies using different patterns.

Learning Targets

Students will understand and construct analogies.

Unit: Media

Duration: 6 Day(s)

Unit Description

Develop an understanding of media by explaining textual evidence and analyzing various digital venues

Enduring Understandings/Essential Learner Outcomes

Students will analyze digital media venues.

Students will explain textual and graphic features of a web page and how it help comprehend text.

Academic Vocabulary

media
graphic features
venues
web page

Topic: Understanding Media

Duration: 6 Day(s)

Description

Students will understand the components of media including web pages, graphics, and different venues.

Academic Vocabulary (What terms will students need to know?)

media
graphics
web pages
venues

Definition of Mastery

Students will look at a web page and analyze graphics on web pages and the different venues it is used for.

Learning Targets

Students will analyze various digital media venues.

Students will explain textual and graphics features of a web page and how they help them understand it.

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Unit: Drama

Duration: 6 Day(s)

Unit Description

Students will understand what dramatic texts are.

Enduring Understandings/Essential Learner Outcomes

Understand the similarities and differences between an original text and its dramatic adaptation.

Understand what dramatic literature looks like.

Academic Vocabulary

Dramatic Texts
cast of characters
stage directions
setting
dialogue

Topic: Elements of Dramatic Literature

Duration: 6 Day(s)

Description

Students will understand the elements of dramatic literature and the similarities between drama and original texts.

Academic Vocabulary (What terms will students need to know?)

dramatic texts
stage directions
original texts
cast of characters
setting

Definition of Mastery

Students will be able to look at a piece of dramatic literature and compare it to its original text.

Students will be able to label the parts of dramatic literature.

Learning Targets

Students will be able to analyze the similarities between an original text and its dramatic adaptation.

Students will be able to identify structural elements of dramatic literature.

Activities (Lesson Plans)

Interpretation Book Clubs: Analyzing Themes

Writing About Reading With Voice and Investment

Session 1: Taking Charge of Your Reading Life

Students will take charge of their reading life by setting appropriate goals for their reading in the upcoming unit and throughout the year.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 2 -Writing Well About Reading

Students will be able to identify good writing qualities based on various mentor texts.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

session 3 - Writing About Reading Means Reading Me

In this session, students learn that when they read as writers, they pay close attention to things that most people would overlook.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Understanding Story Elements - Character

Students will understand character and their traits, motivations, and relationships to others.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Understanding Story Elements - Plot

Students will understand plot and how events that happen later connect to earlier ones.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Understanding Story Elements - Setting

Students will understand that as stories get more complex, the setting becomes very important. It can change characters, affect their mood and even sometimes become a character itself.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Story Elements-Repeating Objects

students will understand that authors put repeating objects in books to stand for something important.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

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Session 5 - Whose Story is This, Anyway?

Students will understand the importance of perspective. Figuring out who is telling the story and how that influences how it is told.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Story Elements- Conflict Resolution

Students will be able to explain the conflict and resolution in a story

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 6 - Learning to Think Analytically (Day 1)

Students will learn that to think analytically, a person often thinks about how a subject or text is structured and divide sections into parts, then select, rank and compare. This will lead to new insights.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 6 (Day 2) Mid-Workshop Cause and Effect

Students will understand that when an important part of the story happens, they should stop and think about all the effects of that event, good and bad.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Raising the Level of Writing and Talking about Literature (Introduce Book Clubs)

Session 8 - (Day 1) Launching Book Clubs

Today will be devoted to setting up each club with their books and expectations of what goes along with being in a book club.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Lesson 8 (Day 2) Launching Book Clubs

The students will read alertly to notice what stands out and find the meaning in specific details.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 9 Finding Meaning in the Midst of Struggle

The students will name the problem that a character faces, and then think about the lessons the character may learn or what the author may want to the readers to know. Start to explain possible themes in relation to these lessons.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 10 Seeing the Text Through the Eyes of Ot

Students will understand that different people may see a story in a different way than you. Inferences can be different because different people have different experiences they bring to the text.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 11 Linking Ideas to Build Theories

Students will understand that linking ideas and details together will lead to better interpretations of the book they read and lead them to the theme of the story.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 11- Mid workshop small seed ideas can grow

Students will be understand that using prompts will help them with finding the bigger ideas.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

session 12 Mid-Workshop

Students will use thought prompts to grow complex ideas.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 13 Debating to prompt rich conversation

Students will learn how to debate differing viewpoints on a provocative question about a book they are all reading.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Thematic Text Sets: Turning Texts Inside Out

Session 15 Two Texts, One Theme

Students will learn how to apply themes across different texts.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 15- Share

Students will use the chart *Prompts to Explore Similarities and Differences In Texts when comparing and contrasting texts.*

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Sess 17 Comparing Characters' Connections to a Theme

Students will see that one way readers think about a theme in more complex ways is to consider how different characters connect to and represent that theme, and also how some characters may work against a theme.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 17 Share

Students will see how to revise a theme to include more characters' perspectives.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

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Session 18 Studying the choices an author makes to

Students will understand how it can be helpful to think about the choices authors make (and the ones they don't) as a way to come to new insights as readers.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 19 Delving Deeper into Literary Analysis

Students will understand how authors use goals and techniques to study a text.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Tackling Complexity: Moving Up Levels of Nonfiction

Working With Text Complexity

Main Idea and Details: A Review (2 Days)

Students will review how to find main idea and details when the main idea is easily found.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 3- What Makes a Main Idea Complex (2 Days)

Students will understand that how nonfiction gets challenging when it comes to determining the main idea.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 4- (3 days, one with assessment)

Students will learn specific strategies that readers use when they tackle texts with implicit main ideas.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Applying Knowledge About Nonfiction Reading to Inquiry Projects

Session 10: Learning from Sources

The students will create an outline of potential research questions and ideas by developing an action plan using the resources they have readily available.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 11: Learning from Primary Research (3 Days)

Students will begin researching their inquiry topic. The research process will take at least 3 days to complete.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 13: Writing about Reading in Nonfiction

Students will choose one main idea they've been researching and begin writing to analyze it.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Argument and Advocacy: Researching Debatable Issues

Starting With Author's Purpose and Viewpoint

What is Author's Purpose?

Students will understand what author's purpose is and be able to say if it to entertain, inform or persuade provide evidence to support their claim.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Identifying Author's Purpose/Evidence (3 days)

Students will identify the author's purpose of a passage and provide evidence to support their opinion.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

What is Author's Viewpoint? (1-2 days)

Students will understand that author's viewpoint is using opinions, purpose, and assumptions to decide how the author feels about a subject.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Looking at Persuasion and Rhetoric (2 days)

Students will be able to discern the author's viewpoint and purpose in an persuasive commercial. They will be able to determine if the author is using emotions, logic or ethics.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Looking At Persuasion and Rhetoric in Articles (2)

Students will look at articles and determine what rhetorics were used to persuade the reader.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Fantasy Book Clubs: The Magic of Themes and Symbols

Constructing and Navigating Other Worlds

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Researching the Setting

The students will understand that readers of fantasy novels need to research the setting of the story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Learning Alongside the Main Character

The students will understand how learning lessons alongside a character in fantasy is important. This helps them begin to see the problems and possible themes of the story.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Session 3 Keeping Track of Problems that Multiply

Students will understand that they have to really keep track of the problems that the character finds along the way. Use timelines, charts and other organizers to do this.

Author: Alex Muzzey

Shared: Yes

Type: Educator Submitted

Learning Targets

The students will annotate about explicit details in the text.

Develop phonics in the reading process by decoding words using letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar words.

I can analyze how the pattern of organization of a text influences the relationships.

I can analyze multiple accounts of the same event of topic, noting similarities and differences in the point of view.

I can analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

I can analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

I can develop an understanding of media by comparing and contrasting the difference in techniques used in media.

I can develop an understanding of media by identifying the point of view of media presentations.

I can evaluate the critical impact of sensory details, imagery, and figurative language.

I can explain how messages conveyed in various forms of media are presented differently.

I can explain the difference between a stated and implied purpose for an expository text.

I can explain the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text.

I can explain the type of evidence used to support a claim in a persuasive text.

I can identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.

I can monitor my comprehension and make corrections.

I can produce evidence of reading.

I can read a text that is developmentally appropriate.

I can recognize foreshadowing.

I can tell the different points of view in a stories.

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can use conversational, general academic and domain-specific words and phrases.

I can use reasoning to determine the logic or an author's conclusion and provide evidence to support reasoning.

I can verify facts through established methods.

Students will analyze various digital media venues.

Students will be able to analyze the similarities between an original text and it's dramatic adaptation.

Students will be able to identify structural elements of dramatic literature.

Students will be able to use context clues to find the meaning of unknown words.

5-ELA Reading MLS

English Language Arts

Grade(s) 5th, Duration 1 Year, 1 Credit
Required Course

Students will compare and contrast the roles and functions of characters.

Students will comprehend and make corrections and adjustments when understanding.

Students will describe how the narrator's point of view influences events.

Students will develop and apply effective listening skills and strategies in formal and informal setting by evaluating and modifying own active listening skills while participating in read alouds.

Students will develop and apply effective listening skills and strategies in formal and informal settings by listening to for the speaker's message and summarizing main points based on evidence while participating in read-alouds.

Students will develop phonics by reading root words, prefixes, and suffixes and other important words.

Students will develop phonics by reading root words, prefixes, and suffixes and other important words.

Students will draw conclusions and reference textual evidence to support analysis.

Students will draw conclusions, inferring by using textual evidence to support their inferences drawn from the text.

Students will explain textual and graphics features of a web page and how they help them understand it.

Students will explain the theme or moral lesson, conflict and resolution in a story.

Students will identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

Students will look up words using a dictionary, thesaurus, and glossary looking for meaning, part of speech, pronunciation, and alternate word choices.

Students will read, infer and draw conclusions to interpret details from a procedural text to solve a problem or perform an action.

Students will recognize exaggerated, contradictory, or misleading statements.

Students will speak clearly, audibly and to the point, using conventions of language when debating individually or with a group.

Students will understand and construct analogies.

Students will understand how the narrator's point of view influences events.

Students will understand the origin of a myth and culturally significant character/events in mythology.

Students will understand vocabulary by determining the origins of the roots, prefixes and suffixes.

Students will use multiple text features to find the main idea and supporting details of a text.

Students will use several texts on the same topic in order to write or speak about the subject knowledgeably.

Students will use textual evidence to support their inferences.

The students will compare and contrast the roles of characters in the plots, their relationships and their conflicts.

The students will compare, contrast and analyze relevant connections to text to world.

The students will explain what theme is in the story.

The students will identify and explain what the conflict and resolution are in a story or novel.

The students will identify and use words and phrases that signal contrast, addition and relationships.

Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships

The students will provide evidence to support their opinion.

The students will read and analyze the structure of fantasy fiction in order to draw conclusions and infer about the characters and their relationships. (How fantasy fictions goes and how characters change.)

The students will read, infer and draw conclusions to interpret factual or quantitative information.

The students will understand author's point of view and how it relates to author's purpose.

The students will understand author's purpose (to entertain, to inform, or to persuade)

The students will use two or more texts to compare and contrast ideas including characters and other story elements.

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