

CKSD CURRICULUM
Grade 5: Reading
Wings: Literature and Expository
Suggested Length of Unit - 6 Days
Instructor: 5th Grade

Unit title and short description

- The reading program will provide modeling and guidance of students through practice of the targeted skill. Students will provide their knowledge of the targeted skill through daily student practice including active instruction, listening comprehension, and teamwork.

Major Academic Standards Addressed

- CC.1.1.5, CC.1.2.5, CC.1.3.5, CC.1.4.5, CC.1.5.5

Concepts – Content — **What students should know**

- Cause and Effect
- Compare and Contrast
- Characterization
- Drawing Conclusions
- Fact/Opinion
- Main Idea/Supporting Details
- Problem/Solution
- Text Features
- Theme
- Plot
- Figurative Language
- Literary Techniques
- Point of View
- Sequencing

Objectives – also called competencies in the SAS

What students should be able to do as a result of the instruction

- Compare and contrast an event or topic told from two different points of view
- Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text

- Determine the meaning of words and phrases as they are used in grade level text, including figurative language
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
- Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures

Essential Questions – meant to challenge study to ponder, question and query

- What conclusion can you draw about the story?
- What did you learn about the main character from the reading?
- How has the problem in the story been solved?
- Describe the difference between a simile and a metaphor.
- What is the setting of the story?
- What point of view is this story written?

Assessments-

- Meaningful Sentences
- Word Power
- Sharing
- Listening Comprehension
- Partner Reading
- Independent work
- RACE
- Write-on
- Comprehension and Vocab Testing

Best Instructional Practice(s):

- Students steeped in RACE form
- High levels of student achievement
- High levels of self-worth and confidence in reading
- Deep conceptual understanding of the crucial grade level standards
- Lexia lessons

Teacher: Miller, Kitt, Russell	Course: English Language Arts	Grade Level(s): 5
	Month: SEPTEMBER Topic(s): Unit 1: Getting Ready for Core Writing	
Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives 	
Essential Questions	<ul style="list-style-type: none"> • What is narrative writing? • What techniques can be used to improve narrative writing? 	
Concepts	<ul style="list-style-type: none"> • Develop and strengthen narrative writing by planning 	
Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives • Establish a situation, characters, and an event sequence • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use dialogue and description • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references 	
Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.1.K.D.2 	
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist 	

Teacher: Clark, Rodgers, Woolridge		Course: English Language Arts	Grade Level(s): 6
		Month: OCTOBER/NOVEMBER	
		Topic(s): Unit 2: Real Narrative	
Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives • Learn to read and respond to narrative text 		
Essential Questions	<ul style="list-style-type: none"> • What is narrative writing? • What techniques can be used to improve narrative writing? • How do you read, reread, and respond to and score a narrative? 		
Concepts	<ul style="list-style-type: none"> • Develop and strengthen narrative writing by planning 		
Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives • Establish a situation, characters, and an event sequence • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use dialogue and description • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references 		
Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.1.K.B.4 • CC.1.1.K.D.2 • CC.1.4.K.F.3 • CC.1.4.K.L.3 • CC.1.4.K.M • CC.1.4.K.N • CC.1.4.K.O • CC.1.4.K.P • CC.1.4.K.R.3 • CC.1.4.K.D.1 • CC.1.4.K.L.3 		
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist 		

Teacher: Clark, Rodgers, Woolridge		Course: English Language Arts	Grade Level(s): 6
	Month: SEPTEMBER		
	Topic(s): Unit 1: Getting Ready for Core Writing		
Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives 		
Essential Questions	<ul style="list-style-type: none"> • What is narrative writing? • What techniques can be used to improve narrative writing? 		
Concepts	<ul style="list-style-type: none"> • Develop and strengthen narrative writing by planning 		
Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Narratives • Establish a situation, characters, and an event sequence • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use dialogue and description • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references 		
Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.1.K.D.2 		
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist 		

Teacher: Clark, Rodgers, Woolridge	Course: English Language Arts	Grade Level(s): 6
	Month: DECEMBER/JANUARY Topic(s): Unit 3: Informative/Expository Writing	
Content/Big Ideas	<ul style="list-style-type: none"> • Use a 5 Square Paragraph Organizer to plan • Write informative/expository texts 	
Essential Questions	<ul style="list-style-type: none"> • What is informative/expository writing? • What techniques can be used to improve informative/expository writing? 	
Concepts	<ul style="list-style-type: none"> • Develop and strengthen informative/expository writing by planning 	
Competencies	<ul style="list-style-type: none"> • Use a 5 Square Organizer • Write Informative/Expository writings • Use grade appropriate vocabulary • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use facts and definitions • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references • Use underlining, quotation marks, and italics for titles and subheadings • Write for extended periods and shorter periods 	

Standards/Benchmarks	<ul style="list-style-type: none">• CC.1.2.5• CC.1.2.5.A• CC.1.2.5.B• CC.1.2.5.D• CC.1.2.5.F• CC.1.2.5.G• CC.1.2.5.H• CC.1.2.5.I• CC.1.2.5.J• CC.1.2.5.K• CC.1.3.5.B• CC.1.3.5.D• CC.1.3.5.F• CC.1.3.5.I• CC.1.3.5.J• CC.1.4.5.A• CC.1.4.5.B• CC.1.4.5.C• CC.1.4.5.D• CC.1.4.5.E.1• CC.1.4.5.K.2• CC.1.4.5.P• CC.1.4.5.Q.2• CC.1.4.5.S• CC.1.4.5.T• CC.1.4.5.V• CC.1.4.5.W• CC.1.4.5.X• CC.1.5.5.E
Activities & Assessments	<ul style="list-style-type: none">• Spelling tests• Supplemental Grammar Activities• Graphic organizers• Final writing product• Self-Assessment Rubric• Editing Checklist

Teacher: Miller, Kitt, Davis	Course: English Language Arts	Grade Level(s): 5
	Month: FEBRUARY Topic(s): Unit 4: OPINION Writing	
Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Opinion essays 	
Essential Questions	<ul style="list-style-type: none"> • What is opinion writing? • What techniques can be used to improve opinion writing? 	
Concepts	<ul style="list-style-type: none"> • Develop and strengthen opinion writing by planning 	
Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Opinion essays • Establish an opinion and state the opposing opinion • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references 	

Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.4.5.D • CC.1.4.5.G • CC.1.4.5.H • CC.1.4.5.I • CC.1.4.5.J • CC.1.4.5. • CC.1.4.5. • CC.1.4.5.S • CC.1.4.5.T • CC.1.4.5.V • CC.1.4.5.W • CC.1.4.5.X • CC.1.2.5.A • CC.1.2.5.B • CC.1.3.5.B • CC.1.3.5.D • CC.1.4.5.C • CC.1.4.5.A • CC.1.4.5.B • CC.1.4.5.D • CC.1.4.5.F
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist
Teacher: Kitt; Miller; Davis Course: English Language Arts Grade Level(s): 5	
	Month: MARCH/APRIL Topic(s): Unit 5: HISTORICAL FICTION
Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write • Learn to read and respond to narrative text
Essential Questions	<ul style="list-style-type: none"> • What is narrative writing? • What techniques can be used to improve narrative writing? • How do you read, reread, and respond to and score a narrative? • How do you write historical fiction?
Concepts	<ul style="list-style-type: none"> • Develop and strengthen narrative writing by planning

Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Imagined Narratives of Historical Fiction • Establish a situation, characters, and an event sequence • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide a conclusion • Use concrete words and sensory details • Understand figurative language, word relationships, and nuances in meanings • Interpret figurative language, including similes and metaphors • Use dialogue and description appropriate for historical time period and events • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references
Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.2.5.G • CC.1.4.5.C • CC.1.4.5.K.2 • CC.1.4.5.M • CC.1.4.5.N • CC.1.4.5.O • CC.1.4.5.P • CC.1.4.5.B • CC.1.4.5.T • CC.1.4.5.V • CC.1.4.5.W • CC.1.4.5.X • CC.1.4.5.S • CC.1.4.5.A • CC.1.4.5.D • CC.1.3.5.C • CC.1.4.5.F
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist
Teacher: Kitt; Miller; Davis Course: English Language Arts Grade Level(s): 5	
Month: MAY Topic(s): Unit 6: RESEARCH WRITING	

Content/Big Ideas	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write Research Projects • Conduct Research
Essential Questions	<ul style="list-style-type: none"> • What is research writing? • What techniques can be used to improve research writing?
Concepts	<ul style="list-style-type: none"> • Develop and strengthen research writing by planning • Develop and strengthen research skills
Competencies	<ul style="list-style-type: none"> • Develop and strengthen writing by planning • Write research projects • Cite textual evidence • Writing is appropriate to task, purpose, and audience • Use a variety of transitional words and closure • Provide information drawn from multiple print/digital sources • Use concrete words and sensory details • Develop topic with facts, definitions, concrete details, examples related to the topic • Include illustrations to aid comprehension • Group related information logically; link information using words, phrases and clauses • Explain the function of conjunctions, prepositions, and interjections • Expand, combine, and reduce sentences • Consult reference materials • Use verb tense • Demonstrate command of conventions • Use punctuation to separate items in a series • Spell grade-appropriate words correctly, consulting references • Use precise language and domain-specific vocabulary • Recall relevant information from experiences or gather relevant information from print and digital resources

Standards/Benchmarks	<ul style="list-style-type: none"> • CC.1.4.5.A • CC.1.4.5.B • CC.1.4.5.C • CC.1.2.5.B • CC.1.3.5.B • CC.1.2.5.J • CC.1.3.5.J • CC.1.4.5.E.1 • CC.1.4.5.T • CC.1.4.5.V • CC.1.4.5.W • CC.1.4.5.X • CC.1.4.5.U • CC.1.2.5.G • CC.1.4.5.S • CC.1.4.5.T • CC.1.4.5.F
Activities & Assessments	<ul style="list-style-type: none"> • Spelling tests • Supplemental Grammar Activities • Graphic organizers • Final writing product • Self-Assessment Rubric • Editing Checklist