# GRADE FIVE ELA
# MARKING PERIOD 2

| **Key Terms for Students** | | **Genres** | **Key to Essential Components of Reading:** |
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| Table of Contents/Indexes<br>Simile, Metaphor, Personification<br>Exaggeration<br>Relevant/Irrelevant<br>Critical Analysis<br>Rhythm/Rhyme | Compare/Contrast<br>Persuade<br>Organizational Format<br>Chronological Order<br>Evaluate<br>Interpret | Narrative (Imaginative)<br>Informational | **PA** Phonemic Awareness<br>**P** Phonics<br>**V** Vocabulary Development<br>**F** Fluency<br>**C** Comprehension Strategies |

| | PERFORMANCE INDICATORS | RESOURCES | ASSESSMENTS |
|---|---|---|---|
| **READING** | | | |
| **Strategic Actions**<br>**<u>Thinking Within Text</u>**<br>*Searching for and Using Information* | • **(C)** Use the table of contents and indexes to locate information. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes |
| | • **(C)** Read to collect and interpret data, facts, and ideas from multiple sources. | Lit. & Info<br>HQ2<br>Continuum | Student Notes<br>Conferring Notes |
| | • **(C)** Recognize organizational formats to assist in comprehension of informational texts. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes |
| | • **(C)** Use text features such as headings, captions, and titles, to understand and interpret informational texts. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes |
| | • **(C)** Identify literary elements, such as setting, plot, and character of different genres. | Lit. & Info<br>HQ2<br>Continuum | Story Map<br>Guided Reading Notes |
| | • **(C)** Identify essential details for note-taking. | Lit. & Info<br>HQ2<br>Continuum | Student Notes |

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| | • **(C)** Be familiar with titles and authors of a wide range of literature. | Lit. & Info<br>HQ2<br>Continuum | Reading Log<br>"Books We've Shared List" |
| *Summarizing* | • **(C)** Identify a conclusion that summarizes the main idea. | Lit. & Info<br>HQ2<br>Continuum<br>Science Ch #9 | Graphic Organizer (Main Idea & Details)<br>Guided Reading Notes |
| | • **(C)** State a main idea and support it with details from the text. | Lit. & Info<br>HQ2<br>Continuum<br>Science Ch #9 | Reading Response Journal<br>Guided Reading Notes |
| | • **(C)** Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information. | Lit. & Info<br>HQ2<br>Continuum<br>Science Ch #9 | Reading Response Journal<br>Guided Reading Notes<br>Student Notes |
| *Maintaining Fluency and Adjusting* | • **(P)** Recognize at sight, a large body of high-frequency words and irregularly spelled content vocabulary. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes |
| *Solving Words and Adjusting* | • **(P)** Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes |
| | • **(V)** Use word structure knowledge, such as roots, prefixes and suffixes, to determine meaning. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Identify and use reading and listening strategies, such as context clues and cognates to make text comprehensible and meaningful. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes |
| *Monitoring & Correcting* | • **(F)** Use self-monitoring strategies to identify specific vocabulary that causes | Lit. & Info<br>HQ2 | Guided Reading Notes<br>Conferring Notes |

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| | comprehension difficulties. | Continuum | |
| | • **(F)** Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes<br>Running Records |
| | • **(C)** Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes<br>Running Records |
| **Thinking Beyond Text**<br>*Predicting* | • **(C)** Use prior knowledge in concert with text information to support comprehension from forming predictions to making inferences and drawing conclusions. | Lit. & Info<br>HQ2<br>Continuum<br>Science Ch #5 | T-Chart (prediction/outcome)<br>Reader Response Journal |
| *Making Connections* | • **(V)** Use prior knowledge and experience in order to understand ideas and vocabulary found in books. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| *Inferring* | • **(C)** Identify missing information and irrelevant information. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Make inferences and draw conclusions, on the basis of information from the text, with assistance. | Lit. & Info<br>HQ2<br>Continuum | 3-Column Chart<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Use prior knowledge in concert with text information to support comprehension from forming predictions to making inferences and drawing conclusions. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| *Synthesizing* | • **(C)** Recognize how new information is related to prior knowledge or experience. | Lit. & Info<br>HQ2 | Reader Response Journal<br>Guided Reading Notes |

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| | | Continuum | Conferring Notes |
| **<u>Thinking About Text</u>**<br>*Analyzing* | • **(C)** Define characteristics of different genres. | Lit. & Info<br>HQ2<br>Continuum<br>Compass Learning - Genres | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Recognize how the author uses literary devices, such as simile, metaphor, and personification to create meaning. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes |
| | • **(C)** Read a variety of grade-level texts, for a variety of purposes, with understanding. | Lit. & Info<br>HQ2<br>Continuum | Reading Log<br>Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Identify the ways in which characters change and develop throughout a story. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes<br>Character Map |
| | • **(C)** Compare characters in literature to people in own lives. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes<br>Venn Diagram |
| | • **(C)** Note and describe aspects of the writer's craft. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Respect the age, gender, position, and cultural traditions of the writer. | Lit. & Info<br>HQ2<br>Continuum | Guided Reading Notes<br>Conferring Notes |
| *Critiquing* | • **(C)** Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |

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| | readers' understanding and appreciation of text. | | |
| | • **(C)** Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| | • **(C)** Evaluate information, ideas, opinions, and themes in texts by identifying details that are primary and those that are less important. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Guided Reading Notes<br>Conferring Notes |
| **WRITING**<br>**<u>Craft (Traits)</u>**<br>*Organization*<br>*Idea Development*<br>*Language Use*<br>*Word Choice*<br>*Voice*<br>*Convention* | • Develop original literary texts that create a lead or title that attracts the reader's interest. | Lit. & Info<br>HQ2<br>Continuum | Journal Writing<br>Middletown Writing Rubric |
| | • Develop original literary texts that establish consistent point of view. | Lit. & Info<br>HQ2<br>Continuum | Journal Writing<br>Middletown Writing Rubric |
| | • Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. | Lit. & Info<br>HQ2<br>Continuum | Conferring Notes<br>Editing Checklist |
| | • Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric |
| | • State a main idea and support it with details and examples. | Lit. & Info<br>HQ2<br>Continuum | Reader Response Journal<br>Middletown Writing Rubric |
| | • Use multiple sources of information when writing a report. | Lit. & Info<br>HQ2<br>Continuum | Cited Resources<br>Writing Samples |
| | • Create, discuss, interpret, and respond to literary works, using appropriate and | Lit. & Info<br>HQ2 | Reader Response Journal<br>Writing Samples |

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| | effective vocabulary, grammar, spelling and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. | Continuum | Writing Journal |
| | • Compare and contrast ideas and information from two sources. | Lit. & Info<br>HQ2 | Venn Diagram<br>T-Chart<br>Writing Journal<br>Writing Samples |
| | • Adopt and organizational format, such as chronological order that is appropriate for informational writing. | Lit. & Info<br>HQ2<br>Continuum<br>Graphic Organizer (Sequence) | Writing Samples<br>Writing Journal |
| | • Adopt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance. | Lit. & Info<br>HQ2<br>Continuum<br>Graphic Organizer (T-Chart)<br>3-Way Venn Diagram | Writing Samples<br>Writing Journal |
| | • Writing that shows development, organization, and effective language. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Use paraphrasing to organize ideas and information, with assistance. | Lit. & Info<br>HQ2<br>Continuum<br>Graphic Organizer for Paraphrasing | Writing Samples<br>Writing Journal |
| | • Develop original literary texts that use organizing structures such as stanzas and chapters. | Lit. & Info<br>HQ2<br>Continuum | Writing Samples<br>Writing Journal<br>Middletown Writing Rubric |
| | • Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect readers' and listeners' understanding and | Lit. & Info<br>HQ2<br>Continuum | Readers Response Journal<br>Middletown Writing Rubric |

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| | appreciation of text. | | |
| | • Convey information and ideas through a variety of spoken and written language, using conventions and feature of American English appropriate to audience and purpose. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Understand and write for a variety of audiences. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Incorporate aspects of the writer's craft, such as literary devices, and specific voice, into own writing. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Correctly spell words within own writing that have been previously studied and/or frequently used. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| | • Spell a large body of words accurately and quickly when writing. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Writing Samples |
| **LISTENING & SPEAKING** | | | |
| *Listening & Understanding*<br>*Social Interaction*<br>*Extended Discussion*<br>*Content* | • Identify information that is implicit rather than stated. | Lit. & Info<br>HQ2<br>Continuum | Reading Conference |
| | • Apply self-correcting strategies while reading, viewing, discussing, listening to, | Lit. & Info<br>HQ2 | Reading Conference |

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| | or producing literary texts and essays. | Continuum | |
| | • Follow instructions that provide information about a task or assignment. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Middletown Writing Rubric |
| | • Explain actions, choices, and decisions in a social and academic situation. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Oral Response & Retelling |
| | • Respect the age, gender, position, culture, and interests of the listener. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes |
| | • Use the rules of conversation, such as avoid interrupting and respond respectfully. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Oral Response & Retelling |
| | • Apply self-monitoring and self-correcting strategies using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. | Lit. & Info<br>HQ2<br>Continuum | Middletown Writing Rubric<br>Observational Notes<br>Oral Response & Retelling |
| | • Recognize and share cross-cultural experiences and ideas, and connect with those of others. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Oral Response & Retelling |
| | • Explain actions, choices, and decisions in social and academic situations. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Oral Response & Retelling |
| | • State a main idea and support it with facts, details, and examples. | Lit. & Info<br>HQ2<br>Continuum | Oral Response and Retelling |
| | • Identify essential details for note-taking. | Lit. & Info<br>HQ2<br>Continuum | Graphic Organizer<br>Writing Journal |

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| | • Summarize the plot and describe the motivation of characters. | Lit. & Info<br>HQ2<br>Continuum<br>Graphic Organizer (Story Map) | Oral Response and Retelling |
| | • Share information from personal experience and a variety of texts. | Lit. & Info<br>HQ2<br>Continuum | Observational Notes<br>Oral Response and Retelling |

# GRADE FIVE ELA
# MARKING PERIOD 2

| HQ2 | Literature & Informational | | | Compass Learning & Science Resources |
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| – Iditarod Dream<br>– Race for Life on The Iditarod Trail<br>– Race the Wind<br>– Woodsong<br>– Good Dog!<br>– Fishing for Four<br>– Island of the Blue Dolphins<br>– Wave Rider<br>– Raindrops in the Sun<br>– Distant Voyages Everglades<br>– Dear Grandma<br>– The Gift of the Manatee<br>– Summer of Fire<br>– Ring Fire<br>– Flowers After the Flames<br>– Oceans<br>– Sea Gifts<br>– The Krakatoa Wave<br>– Seeing Earth From Space<br>– Kids Care<br>– Gardens of the Sea, Coral Reefs<br>– The Case of the Flying Saucer People<br>– Walk on the Moon | – The Comeback Dog<br>– The Tarantula in My Purse<br>– Iditarod Country<br>– Aklak<br>– Stone Fox<br>– Adventure in Alaska<br>– Traveling Around Alaska<br>– The Legend of Arctic Ice<br>– Race the Wind<br>– The Big Bike Race<br>– The Voyage of the Frog<br>– Kavik the Wolf Dog<br>– Mush! Across in the World's Longest Sled<br>– Dog Race<br>– Storm Run<br>– Friends in Need<br>– Animal Helpers<br>– Klondy and the Wolf Dog<br>– Good Dog!<br>– Snow Sports<br>– The Sign of the Beaver<br>– Climb or Die<br>– Birdie's Lighthouse<br>– My Side of the Mountain<br>– Shipwrecked<br>– Rescue at Fox Creek<br>– Discovery at Oyster Cove<br>– Wave Rider | – To Space and Back<br>– The Children's Space Atlas<br>– Destination Jupiter<br>– Our Solar System<br>– Adventure in Space<br>– The Great Barrier Reef<br>– Secrets Under the Sands and Seas<br>– Volcanoes: Destroyers and Creators<br>– Kids Care<br>– Handshake in Space<br>– The Mystery of UFO's<br>– Encyclopedia Brown: Boy Detective<br>– The Time Machine and Other Cases<br>– Life on Mars<br>– Apollo to the Moon<br>– The Case of Derrick and the Mind Benders<br>– The Encounter<br>– Walk on the Moon<br>– Who Stole the Wizard of Oz<br>– Living with Hurricanes | – Stone Wall Secrets<br>– Prairie Dogs<br>– Meeting the Whales<br>– Coral Reefs<br>– One Day in the Desert<br>– Exploring the Everglades<br>– Alligators and Everglades<br>– Marjory Stoneman Douglas: Champion of the Everglades<br>– Everglades: Buffalo Tiger and the River of Grass<br>– Maria's Comet<br>– Volcano: The Eruption and Healing of Mt. St. Helens<br>– Fire in Their Eyes<br>– Fire!: My Parent's Story<br>– Yellowstone Fires: Flames and Rebirth<br>– Heroes in the Flames<br>– Prairie Fire<br>– Yellowstone: Geology at Work<br>– Ring of Fire<br>– Icebergs and Glaciers<br>– Seal Surfer<br>– They Swim the Seas<br>– Energy from Water<br>– Into the Deep: Diving with Dr. Silvia Earle<br>– Neptune Adventures: Danger on Crab Island | CL: An American Safari (author's purpose, fact/fiction, persuasive writing)<br>CL: Critical Analysis<br>CL: Genres<br>CL: Iditarod TRP<br>CL: Organizational Format<br>CL: Simile, Metaphor, Compare/Contrast<br>CL: Think Aloud – Fiction State Simulation<br>CL: Live Odyssey Link<br><br>S: Draw Conclusions: Chapter 8 "Weather Patterns"<br>S: Predict – Chapter 5 "Interactions in Ecosystems"<br>S: Cause and Effect – Chapter 6 "Changes in Ecosystems"<br>S: Sequence – Chapter 7 "Water on Earth"<br>S: Summarize – Chapter 9 "Earth's Changing Surface" |