

GRADE 5 ELA – MARKING PERIOD 2

Theme 3: “Teamwork” Working Together (3rd – 5th story)

Theme 4: “A Changing Planet” Growth & Change

<p>Key Terms for Students</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Table of Contents/Indexes</td> <td style="width: 33%;">Compare/Contrast</td> <td style="width: 33%;">Critical Analysis</td> </tr> <tr> <td>Simile, Metaphor, Personification</td> <td>Persuade</td> <td>Rhythm/Rhyme</td> </tr> <tr> <td>Exaggeration</td> <td>Organizational Format</td> <td>Evaluate</td> </tr> <tr> <td>Relevant/Irrelevant</td> <td>Chronological Order</td> <td>Interpret</td> </tr> </table>	Table of Contents/Indexes	Compare/Contrast	Critical Analysis	Simile, Metaphor, Personification	Persuade	Rhythm/Rhyme	Exaggeration	Organizational Format	Evaluate	Relevant/Irrelevant	Chronological Order	Interpret	<p>Key to Essential Components of Reading:</p> <p>PA Phonemic Awareness P Phonics V Vocabulary Development F Fluency C Comprehension Strategies</p>
Table of Contents/Indexes	Compare/Contrast	Critical Analysis											
Simile, Metaphor, Personification	Persuade	Rhythm/Rhyme											
Exaggeration	Organizational Format	Evaluate											
Relevant/Irrelevant	Chronological Order	Interpret											
<p>PERFORMANCE INDICATORS</p> <p>Reading</p> <ul style="list-style-type: none"> • (C) Use the table of contents and indexes to locate information. • (C) Read the steps in a procedure in order to accomplish a task such as completing a science experiment. • (C) Define characteristics of different genres. • (C) Recognize how the author uses literary devices, such as simile, metaphor, and personification to create meaning. • (C) Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect readers’ understanding and appreciation of text. • (C) Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details. • (C) Evaluate information, ideas, opinions, and themes in texts by identifying details that are primary and those that are less important. • (C) Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration. • (C) Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information. 	<p>ASSESSMENTS</p> <p>NYS Social Studies (November) NYS ELA (January) “Making Connections”-section at the end of each story asks students to compare and contrast: pgs. 98, 180, 240, 270, 292, 316, 344, 346 Graphic Organizer Transparency G (example pg. 243T) Graphic Organizer Transparency B (Venn Diagram)</p>												



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<p>Writing</p> <ul style="list-style-type: none"> • Compare and contrast ideas and information from two sources. • Adopt an organizational format, such as chronological order that is appropriate for informational writing. • Develop original literary texts that create a lead or title that attracts the reader’s interest. • Develop original literary texts that establish consistent point of view. • Analyze literary elements in order to evaluate the quality of ideas and information in text. • Writing that shows development, organization, and effective language. • Use multiple sources of information. 	<p>Persuasive Writing: Teacher Transparency 110 & 111 (example pg. 295E) Day 3 Writing Prompt pg. 295F Teacher Transparency 119A, 119B & 120 (example pg. 319E) Teacher Transparency 129A, 129B & 130 (example pg. 347E) Day 2 Writing Prompt pg. 347E Day 2 Writing Prompt pg. 319E Teacher Transparency 139 & 140 (example pg. 365E) Day 3 Writing Prompt pg. 365F Teacher Transparency 139 & 140 (example pg. 365E) Day 3 Writing Prompt pg. 365F District Writing Rubric</p>
<p>Genres</p> <ul style="list-style-type: none"> • Informational writing. • Persuasive writing. • Personal narratives. 	
<p>Listening</p> <ul style="list-style-type: none"> • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts. • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, 	<p>Respond to Texts Read Aloud Present Written Narrative Listen to Student Presentations to Identify</p>



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<p>with assistance.</p> <ul style="list-style-type: none"> Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect listeners’ understanding and appreciation of text. 	<p>Character Motivation Self-Assessment Checklist: Teaching Transparency #43 (example pg. 135C)</p>
<p>Speaking</p> <ul style="list-style-type: none"> State a main idea and support it with facts, details, and examples. Summarize main points. Summarize the plot and describe the motivation of characters. 	<p>Listening and Speaking Checklist: Pg. R140 Performance Reading Respond to Texts Orally Book Discussions</p>

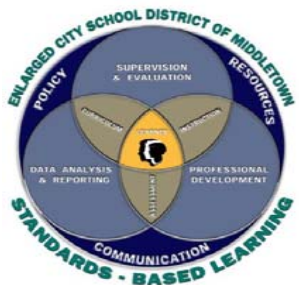


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Resources/Materials PACING IS TIED TO THEMES & STORIES IN HARCOURT TROPHIES RESOURCES For further information go to www.harcourtschool.com					
Classroom Resources	ELL	Special Ed	Resources for Writing Workshop	Compass Learning Resources	Science Resources that Target ELA
<p>Iditarod Dream</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> – The Comeback Dog – The Tarantula in My Purse – Iditarod Country – Aklak – Stone Fox – Adventure in Alaska – Traveling Around Alaska – The Legend of Arctic Ice – Race the Wind – The Big Bike Race <p>Intervention: Lesson 8 – “Race for Life on the Iditarod Trail”; Skill Cards 8A&B Drawing Conclusions Intervention Practice Book pgs. 31-34 Sentences that Summarize</p>	<p>“Race the Wind” T.E. pgs. 46-49</p>	<p>R4R: controlled vowels /or/ or, oor – Lesson 65 Glass – ar clusters</p>		<ul style="list-style-type: none"> • An American Safari (author’s purpose, fact/fiction, persuasive writing) • Critical Analysis • Genres • Iditarod TRP • Organizational Format • Simile, Metaphor, Compare/Contrast • Think Aloud – Fiction State Simulation <p style="text-align: center;">Live Odyssey Link</p>	<p>Draw Conclusions – Chapter 8 “Weather Patterns”</p> <p>Predict – Chapter 5 “Interactions in Ecosystems”</p> <p>Cause and Effect – Chapter 6 “Changes in Ecosystems”</p> <p>Sequence – Chapter 7 “Water on Earth”</p> <p>Summarize – Chapter 9 “Earth’s Changing Surface”</p>



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<p>Woodsong</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - The Voyage of the Frog - The Tarantula in My Purse - Kavik the Wolf Dog - Mush! Across in the World’s Longest Sled - Dog Race - Storm Run - Friends in Need - Animal Helpers - Klondy and the Wolf Dog - Good Dog! - Snow Sports <p>Intervention: Lesson 9 – “Fishing for Four”; Skill Cards 9A&B Summarize and Paraphrase pgs. 35-38 How-To Sentences</p>	<p>“Good Dog!” T.E. pgs. 52-55</p>	<p>R4R: /or/ ore, oar, our Glass – or, ore, oar, our clusters</p>			
<p>Island of the Blue Dolphins</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - The Sign of the Beaver - The Tarantula in My 	<p>“Wave Rider” T.E. pgs. 58-61</p>	<p>R4R: /ur/ear, er, ir, or, ur – Lesson 55, pgs. 56-57 Glass – er, ir, ur clusters</p>			



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<p>Purse</p> <ul style="list-style-type: none"> - Climb or Die - Birdie’s Lighthouse - My Side of the Mountain - Shipwrecked - Rescue at Fox Creek - Discovery at Oyster Cove - Wave Rider - Neptune Adventures: Danger on Crab Island <p>Intervention: Lesson 10 – “Raindrops in the Sun”; Skill Cards 10A&B Narrative Elements pgs. 39-42 Paragraphs that explain</p>					
<p>Distant Voyages Everglades</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - Stone Wall Secrets - Prairie Dogs - Meeting the Whales - Coral Reefs - One Day in the Desert - Exploring the Everglades 	<p>“Dear Grandma” T.E. pgs. 64-67</p>	<p>R4R: long vowels /a/ a, /e/ e, y /i/ y /o/ oo /u/ u Glass – ai, a-e, ay clusters</p>			

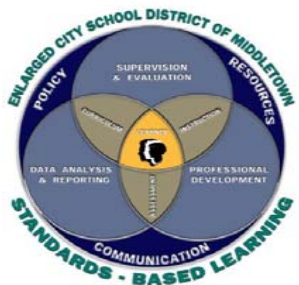


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<ul style="list-style-type: none"> - Alligators and the Everglades - Marjory Stoneman Douglas: Champion of the Everglades - Dear Grandma - Meeting the Whales - Everglades: Buffalo Tiger and the River of Grass <p>Intervention: Lesson 11 – “The Gift of the Manatee”; Skill Cards 11A&B Prefixes, suffixes, and roots pgs. 43-46 Persuasive Writing Review</p>					
<p>Summer of Fire</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - Maria’s Comet - Volcano: The Eruption and Healing of Mount St. Helens - Fire in Their Eyes - Fire!: My Parent’s Story - Yellowstone Fires: Flames and Rebirth - Heroes in the Flames 	<p>“Ring Fire” T.E. pgs. 70-73</p>	<p>R4R: Diphthongs /ou/ ou, ow – Lesson 59-50 Glass – ou, ound, f-ou-l clusters</p>			



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<ul style="list-style-type: none"> - Prairie Fire - Yellowstone: Geology at Work - Ring of Fire - Everglades: Buffalo Tiger and River of Grass <p>Intervention: Lesson 12 – “Flowers After the Flames”; Skill Cards 12A&B Graphic Aids pgs. 47-50 Persuasive Paragraphs</p>					
<p>Oceans</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - Maria’s Comet - Icebergs and Glaciers - Meeting the Whales - Ride the Wind - Seal Surfer - They Swim the Seas - Energy from Water - Into the Deep: Diving with Dr. Silvia Earle - Living with Hurricanes - Sea Gifts <p>Intervention:</p>	<p>“Sea Gift” T.E. pgs. 76-79</p>	<p>R4R: long /i/ igh, ie – Lesson 61 Glass – i-e, ight, ind, ied clusters</p>			



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<p>Lesson 13 – “The Krakatoa Wave”; Skill Cards 13A&B Main Idea and Details pgs. 51-54 Persuasive Paragraphs</p>					
<p>Seeing Earth from Space</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - Maria’s Comet - To Space and Back - The Children’s Space Atlas - Destination Jupiter - Our Solar System - Adventure in Space - The Great Barrier Reef - Secrets Under the Sands and Seas - Volcanoes: Destroyers and Creators - Kids Care <p>Intervention: Lesson 14 – “Gardens of the Sea, Coral Reefs”; Skill Cards 14A&B Graphic Aids pgs. 55-58 Persuasive Paragraphs</p>	<p>“Kids Care” Pgs. 82-85</p>	<p>R4R: /j/ g, dge – Lesson 69 Glass – review a previous cluster</p>			



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<p>The Case of the Flying Saucer People</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> - Maria’s Comet - Handshake in Space - They Mystery of UFOs - Encyclopedia Brown: Boy Detective - The Time Machine and Other Cases - Life on Mars - Apollo to the Moon - The Case of Derrick and the Mind Benders - The Encounter - Walk on the Moon - Who Stole the Wizard of Oz 	<p>“Walk on the Moon” T.E. pgs. 88-91</p>	<p>R4R: soft c/s/ - Lesson 68 Glass – teacher made list</p>			
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