

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Fifth Grade

Subject: English Language Arts

Adoption Date: April 1, 2014

Revision Date: November 3, 2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How do I become a thoughtful speller? (9 weeks)</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks)</p> <p>3. How does being part of a reading community help me become a better reader? (2 weeks)</p> <p>4. How does using text features and questioning help me understand expository nonfiction? (5 weeks)</p> <p>5. How does being part of a writing community help me become a better writer? (3 weeks)</p> <p>6. How do I write a personal narrative using the writing process? (6 weeks)</p> <p>7. How does varying</p>	<p>1. How do I become a thoughtful speller? (9 weeks)</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks)</p> <p>3. How does analyzing the elements of narrative text structure help make sense of a novel? (4 weeks)</p> <p>4. How does making inferences help make sense of narrative text and poetry? (2 weeks)</p> <p>5. How do I write a fiction story; including conflicts in plot, descriptive, sensory details, and dialogue? (6 weeks)</p> <p>6. How can I tap into creativity to explore imagery, sound, and form in poetry? (2 weeks)</p>	<p>1. How do I become a thoughtful speller? (9 weeks)</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks)</p> <p>3. How can making inferences help me explore casual relationships in narrative and expository texts? (3 weeks)</p> <p>4. How do I analyze the text structure of expository nonfiction pieces? (5 weeks)</p> <p>5. How do I research and write about a nonfiction topic of interest? (6 weeks)</p> <p>6. How do I use the proper form of modifiers and other parts of speech in my writing? (9 weeks)</p>	<p>1. How do I become a thoughtful speller? (9 weeks)</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks)</p> <p>3. How do I determine important and supporting ideas to summarize texts? (4 weeks)</p> <p>4. How do I synthesize information by forming opinions and making judgements about texts? (4 weeks)</p> <p>5. How do I write directions to a specific location, keeping in mind audience, purpose, sequence, accuracy, completeness, and clarity? (3 weeks)</p> <p>6. How do I write clear</p>

	sentences make my writing better? (9 weeks)	7. How do I use the proper form of verbs, nouns, and pronouns in my writing? (9 weeks)		statements of opinions supported by reasons? (3 weeks)  7. How do I use proper punctuation in my writing? (9 weeks)
Instructional Materials	<ul style="list-style-type: none"> <li>Guided Spelling Teacher's Edition/ Student Workbook</li> <li>Vocabulary Teaching Guide</li> <li>Making Meaning Teacher Manual/ Student Workbook</li> <li>Making Meaning Read Alouds</li> <li>Being A Writer Teacher's Manual/ Student Workbook</li> <li>Being A Writer Skills Practice Teaching Guide/ Student Workbook</li> <li>Being A Writer Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>Guided Spelling Teacher's Edition/ Student Workbook</li> <li>Vocabulary Teaching Guide</li> <li>Making Meaning Teacher Manual/ Student Workbook</li> <li>Making Meaning Read Alouds</li> <li>Being A Writer Teacher's Manual/ Student Workbook</li> <li>Being A Writer Skills Practice Teaching Guide/ Student Workbook</li> <li>Being A Writer Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>Guided Spelling Teacher's Edition/ Student Workbook</li> <li>Vocabulary Teaching Guide</li> <li>Making Meaning Teacher Manual/ Student Workbook</li> <li>Making Meaning Read Alouds</li> <li>Being A Writer Teacher's Manual/ Student Workbook</li> <li>Being A Writer Skills Practice Teaching Guide/ Student Workbook</li> <li>Being A Writer Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>Guided Spelling Teacher's Edition/ Student Workbook</li> <li>Vocabulary Teaching Guide</li> <li>Making Meaning Teacher Manual/ Student Workbook</li> <li>Making Meaning Read Alouds</li> <li>Being A Writer Teacher's Manual/ Student Workbook</li> <li>Being A Writer Skills Practice Teaching Guide/ Student Workbook</li> <li>Being A Writer Read Alouds</li> </ul>
Activities	<p><b>One:</b> Direct instruction in word meanings with students thinking deeply about the words and how they use them as they talk with their partners and the class. Direct instruction in phonemic rules with students applying the rules in a guided lesson.</p> <p><b>Two:</b> Read aloud <i>The Lotus Seed</i> and <i>Something to Remember Me By</i> and compare similar themes and</p>	<p><b>One:</b> Direct instruction in word meanings with students thinking deeply about the words and how they use them as they talk with their partners and the class. Direct instruction in phonemic rules with students applying the rules in a guided lesson.</p> <p><b>Two:</b> Discuss different types of conflict in a fiction novel. After reading through half of the novel, <i>Tuck Everlasting</i>.</p>	<p><b>One:</b> Direct instruction in word meanings with students thinking deeply about the words and how they use them as they talk with their partners and the class. Direct instruction in phonemic rules with students applying the rules in a guided lesson.</p> <p><b>Two:</b> Read aloud the story, <i>Uncle Jed's Barbershop</i>. Use a double entry journal to have students take lines from the</p>	<p><b>One:</b> Direct instruction in word meanings with students thinking deeply about the words and how they use them as they talk with their partners and the class. Direct instruction in phonemic rules with students applying the rules in a guided lesson.</p> <p><b>Two:</b> Read aloud passages from <i>Harry Houdini: Master of Magic</i> and have students create a list of important</p>

	<p>topics in the two stories through partner and small group discussion.</p> <p><b>Three:</b> Students read expository nonfiction books independently and confer with them about what text features they saw and what they helped them learn.</p> <p><b>Four:</b> Read aloud <i>Meteor!</i> and students write independently about something strange that has happened to them.</p> <p><b>Five:</b> Model adding sensory details to a personal narrative. Students will revise their own narratives by adding sensory details, highlighting their revisions.</p> <p><b>Six:</b> Model correct sentence structures; students practice and apply the skill in writing.</p>	<p>In small groups, evaluate the different conflicts in the plot thus far.</p> <p><b>Three:</b> Have students close their eyes as the poem “Circles” is read aloud. Students will discuss their visualizations and inferences as well as the symbolism of the circles.</p> <p><b>Four:</b> Read aloud <i>Nothing Ever Happens on 90th Street</i> and students write a made up story about a messy situation that leads to good things.</p> <p><b>Five:</b> Listen to different instrumental songs and choose one that fits the background of their poem; being able to explain their reasoning of their musical connection and choice.</p> <p><b>Six:</b> Model verbs, nouns, and pronouns; students practice and apply the skill in writing.</p>	<p>text to complete “What I Read” and “What I Inferred”.</p> <p><b>Three:</b> Read the article “Do Kids Really Need Cell Phones”. Identify and highlight evidence of author’s opinion. Students will discuss why they highlighted different pieces of the articles. Students will create a classroom video production of the pro and con reasons of the debated topic, “Do Kids Really Need Cell Phones?”</p> <p><b>Four:</b> Students will write “pre-research” writing about a nature topic they select. Model generating research questions. The students will take from their pre-research writing, and develop research questions about their topic.</p> <p><b>Five:</b> Model proper form of modifiers and other parts of speech; students practice and apply the skill in writing.</p>	<p>ideas. From the list, students will work in partners to write a summary of the story.</p> <p><b>Three:</b> Students will read and discuss the science fiction story, <i>Zoo</i>. After rereading, students will use questions to form their opinion of the story. From that they will write a book review recommending, or not recommending the story.</p> <p><b>Four:</b> Students will hide an object in the school and write functional directions to find their secret object. Students will follow their partners directions and explore accuracy and clarity in their directions.</p> <p><b>Five:</b> Read aloud the article on “School Uniforms” and discuss the author’s audience and purpose. Create a list of Possible Opinions for Persuasive Essays. Students will choose one to write an opinion piece with supporting reasons.</p> <p><b>Six:</b> Model proper punctuation; students practice and apply the skill in writing.</p>
Standards	<p><b>Activity One:</b></p> <ul style="list-style-type: none"> <li>- RF.5.3.A , L.5.4.A-C , L.5.6. , L.5.2.E</li> </ul> <p><b>Activity Two:</b></p> <ul style="list-style-type: none"> <li>- SL.5.1.A-D , RL.5.2</li> </ul>	<p><b>Activity One:</b></p> <ul style="list-style-type: none"> <li>- RF.5.3.A , L.5.4.A-C , L.5.6. , L.5.2.E</li> </ul> <p><b>Activity Two:</b></p> <ul style="list-style-type: none"> <li>- RL.5.3</li> </ul>	<p><b>Activity One:</b></p> <ul style="list-style-type: none"> <li>- RF.5.3.A , L.5.4.A-C , L.5.6. , L.5.2.E</li> </ul> <p><b>Activity Two:</b></p> <ul style="list-style-type: none"> <li>- RI.5.1, W.5.9.A</li> </ul>	<p><b>Activity One:</b></p> <ul style="list-style-type: none"> <li>- RF.5.3.A , L.5.4.A-C , L.5.6. , L.5.2.E</li> </ul> <p><b>Activity Two:</b></p> <ul style="list-style-type: none"> <li>- RI.5.2</li> </ul>

	<p><b>Activity Three:</b> - RI.5.7</p> <p><b>Activity Four:</b> - W.5.3.A-E , W.5.10</p> <p><b>Activity Five:</b> - W.5.3.A-E , W.5.6</p> <p><b>Activity Six:</b> - L.5.1.E</p>	<p><b>Activity Three:</b> - RL.5.5 , RL.5.7.</p> <p><b>Activity Four:</b> - W.5.3.A-E</p> <p><b>Activity Five:</b> - W.5.4 , SL.5.5</p> <p><b>Activity Six:</b> - L.5.1.B-C, L.5.1.D</p>	<p><b>Activity Three:</b> - RI.5.8, RI.5.6,SL.5.4</p> <p><b>Activity Four:</b> - W.5.2.A-E, W.5.7, W.5.8</p> <p><b>Activity Five:</b> - L.5.1.A, L.5.3.A-B, L.5.5</p>	<p><b>Activity Three:</b> - RL.5.1, RL.5.10, W.5.1.A</p> <p><b>Activity Four:</b> - W.5.2.D-E</p> <p><b>Activity Five:</b> - RI.5.5, W.5.1.A-D</p> <p><b>Activity Six:</b> - L.5.2.A-D</p>
Accommodations and Modifications	<p><b>English Language Learners:</b> -Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking. (Activity Four)</p> <p><b>At Risk of School Failure:</b> - Implement behavioral/ academic contracts. (Activity Five) -Modify the amount of homework.</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to mentor other students. -Ask student higher level questions. (Activity Two)</p> <p><b>Students with 504 Plans:</b> - Students seated in close proximity to the teacher. (Activity Three) -Students unable to write can have printed notes and provide answers orally.</p>	<p><b>English Language Learners:</b> -Use of translation dictionaries to locate words in the native language. (Activity One) -Use group projects rather than individual work. (Activity Five)</p> <p><b>At Risk of School Failure:</b> - Implement behavioral/ academic contracts. -Break assignments into a series of smaller assignments. (Activity Three)</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to teach other students. (Activity Two) -Allow students to present understanding in different and creative ways (multimedia presentation, performance-based approach or other non-traditional presentation forms). (Activity Six)</p> <p><b>Students with 504 Plans:</b></p>	<p><b>English Language Learners:</b> -Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking.</p> <p><b>At Risk of School Failure:</b> - Break assignments into a series of smaller assignments. (Activity Two) -Modify the amount of homework.</p> <p><b>Gifted and Talented Students:</b> -Provide independent learning opportunities (Activity Three) -Provide opportunities to develop depth and breadth of knowledge with tangential topics. (Activity Four)</p> <p><b>Students with 504 Plans:</b> - Students seated in close proximity to the teacher. - Head injury students may have reduced work amount -</p>	<p><b>English Language Learners:</b> -Use of translation dictionaries to locate words in the native language. (Activity One) -Use group projects rather than individual work. (Activity Four)</p> <p><b>At Risk of School Failure:</b> - Limit amount of material presented on a single page (Activity Six) -Break assignments into a series of smaller assignments.</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to teach other students. (Activity Two) -Allow students to present understanding in different and creative ways (multimedia presentation, performance-based approach or other non-traditional presentation forms). (Activity Three)</p>

	(Activity Six)	- Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. (Activity Four)	odd or even questions only. (Activity Five)	<b>Students with 504 Plans:</b> - Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time. (Activity Five)
Interdisciplinary Connections	Students will use text features from the book <i>Rainforests</i> to learn about different parts of rainforests around our world. (Activity Three)	Students will listen to different instrumental songs and choose one that fits the background of their poem. They will explain their reasoning of their musical connection and choice. (Activity Five)	Students will create a classroom video production of the pro and con reasons of the debated topic, "Do Kids Really Need Cell Phones?" (Activity Three)	Students will write directions to a specific location using math vocabulary. Students will also use a map to analyze geometric shapes of their route. (Activity Four)
Assessments	<p><b>Ongoing Progress Monitoring Assessments</b></p> <ul style="list-style-type: none"> <li>-Write About Reading Assignments</li> <li>-Reading Journals</li> <li>-IDR teacher conferencing/notes</li> <li>-Student response Books</li> <li>-Writing conferences</li> <li>-Spelling tests</li> <li>-Vocabulary Tests</li> <li>-Grammar Quizzes</li> <li>-Writing skill quizzes</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>-Unit Individual Comprehension Assessment</li> <li>-Individual Writing Assessment</li> <li>-Making Meaning Reading/Writing Assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>F &amp; P Assessment</li> <li>MAP Testing</li> </ul>	<p><b>Ongoing Progress Monitoring Assessments</b></p> <ul style="list-style-type: none"> <li>-Write About Reading Assignments</li> <li>-Reading Journals</li> <li>-IDR teacher conferencing/notes</li> <li>-Student response Books</li> <li>-Writing conferences</li> <li>-Spelling tests</li> <li>-Vocabulary Tests</li> <li>-Grammar Quizzes</li> <li>-Writing skill quizzes</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>-Unit Individual Comprehension Assessment</li> <li>-Individual Writing Assessment</li> <li>Making Meaning Reading/Writing Assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>F &amp; P Assessment</li> <li>MAP Testing</li> </ul>	<p><b>Ongoing Progress Monitoring Assessments</b></p> <ul style="list-style-type: none"> <li>-Write About Reading Assignments</li> <li>-Reading Journals</li> <li>-IDR teacher conferencing/notes</li> <li>-Student response Books</li> <li>-Writing conferences</li> <li>-Spelling tests</li> <li>-Vocabulary Tests</li> <li>-Grammar Quizzes</li> <li>-Writing skill quizzes</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>-Unit Individual Comprehension Assessment</li> <li>-Individual Writing Assessment</li> <li>-Making Meaning Reading/Writing Assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>F &amp; P Assessment</li> <li>MAP Testing</li> </ul>	<p><b>Ongoing Progress Monitoring Assessments</b></p> <ul style="list-style-type: none"> <li>-Write About Reading Assignments</li> <li>-Reading Journals</li> <li>-IDR teacher conferencing/notes</li> <li>-Student response Books</li> <li>-Writing conferences</li> <li>-Spelling tests</li> <li>-Vocabulary Tests</li> <li>-Grammar Quizzes</li> <li>-Writing skill quizzes</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>-Unit Individual Comprehension Assessment</li> <li>-Individual Writing Assessment</li> <li>-Making Meaning Reading/Writing Assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>F &amp; P Assessment</li> <li>MAP Testing</li> </ul>
21st Century Themes	<a href="#">CRP1</a>	<a href="#">CRP2</a>	<a href="#">CRP5</a>	<a href="#">CRP2</a>

and Skills	<a href="#">CRP4</a>	<a href="#">CRP6</a>	<a href="#">CRP11</a>	<a href="#">CRP4</a>
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