**5th Grade ELA Module Overviews**

*The modules act as over arching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

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| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**Launching Your ELA Workshop and Baseline Assessments& Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**1. Establish routines and rituals for a readers and writers or ELA workshop.
2. Build a strong classroom community and supportive culture; essential elements in order for students to trust one another, share their thinking, and take risks with new skills and strategies to accelerate growth.
3. Identify children’s strengths and challenges and set goals to kick off the year long journey of becoming increasingly literate people. Both district assessments and classroom formative reading and writing measures can support the collection of evidence as baseline data to draw from. Both teachers and students engage in assessment and goal setting.
* *Ideally teachers will find times to administer assessments while maintaining established routines. For example, giving one F&P assessment a day during an independent reading time, or doing an on-demand writing prompt during independent writing time.*
1. Introduce Close Reading routines that help all students’ access, grapple with, and share their thinking about complex high-interest texts after multiple interactions with appropriate scaffolds.
2. Establish reading journals, interactive notebooks, and learning logs across subjects as a means of capturing new thinking and growing ideas in short bursts.
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| **Module 2**“Developing as critical readers, thinkers, and writers of narrative text”**Module 2 Cont.** | **Critical Reading and Thinking** refers to the Common Core’s emphasis on reading beyond the surface level to make inferences, analyze point of view and integrate information from a variety of texts and media. It involves making judgments based on evidence gleaned from the text. Although the balance and role of Narrative versus Informational text at the elementary level is 50/50 the intent of this module is to help students collaborate and go deeper with the analysis and creation of narratives. **The Focus of Module 2 is to:**1. Guide students to develop critical literacy skills by reading, writing, and interacting with narrative texts and illustrations.
2. Study interactions between individuals, events and ideas and analyze how the author’s point of view sets the stage for a narrative.
3. Continue to closely read texts to gather evidence to support analysis and reflections.
4. Explore narrative text structures, identifying themes and points of view, and analyzing characters’ thoughts and actions.
5. Engage in authentic, meaningful conversations with peers around high interest complex narrative texts using evidence to support thinking.
6. Use what students are learning from various author’s styles in the Narrative Mentor Texts as they begin authoring narratives themselves.
7. Use print and digital sources as background to provide accurate details within narrative pieces (I.E. setting details, character’s attire in different time periods).
8. Use peer and teacher feedback as well as specific tools to improve revision and editing skills.
9. Demonstrate use of appropriate vocabulary and word choice through their reading, writing, and speaking. This includes figurative language, word relationships, and nuances.
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| **Module 3**“Learning Through Research” | **The Focus of Module 3 is to:** 1. Explore the different types of informational texts and their key characteristics in order to better access information and to use as exemplars for their own informational writing.
2. Engage in authentic, meaningful conversations with peers around high interest complex informational texts using evidence to support thinking.
3. Participate in research projects that directly build on informational reading skills, as students learn to reference both digital and print sources.
4. Learn best practices for locating information, note taking, sorting and relaying information.
5. Interpret informational text features/structure, comparing and contrasting primary sources vs. secondhand accounts, and identify and use evidence from texts.
6. Write informational pieces drawing from the evidence students have collected to clearly communicate information about a topic in accordance with purpose and audience.
7. Utilize transition techniques to provide an appropriate sequence of events or processes and to create ease and flow for the reader.
8. Use peer and teacher feedback as well as tools to improve revision and editing skills.
9. Differentiate between formal vs. informal English language/grammar within their writing and speaking and utilize academic and domain-specific vocabulary in reading, writing, speaking, and listening.

\*This module lends itself perfectly to partnering with a social studies or science unit. All district designed science, social studies and GLAD units pair content with literacy. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. |  |
| **Module 4**“Forming Positions”**Module 4 Cont.** | **The Focus of Module 4 is to:**1. Support students in developing, distinguishing, and communicating their own point of view with that of others including the authors of the texts they read.
2. Examine how authors communicate similar story elements or key information in different Mentor Texts; how they present their own positions.
3. Draw upon both narrative and informational texts to compare/contrast texts from a variety of cultures and identify/explain author’s purpose.
4. Use reasoning to support their opinions and draw upon both narrative and informational sources to support positions.
5. Write strong opinion pieces with reasoning and evidence from multiple texts utilizing techniques found in Mentor Texts.
6. Use peer and teacher feedback and tools to improve revision and editing skills.
7. Share new knowledge by creating and delivering oral presentations (using various mediums to enhance their work) about a chosen topic.
8. Understand reading, writing, speaking, and listening play equal roles in laying the foundation for argumentation.

\*Again the teacher may want to pair at least one cycle of this module with a science, social studies, or GLAD unit giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it.  |  |

**Fifth Grade Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

Blue highlighting signifies a proposed addition to the original priority standards for 2015-2016 due to SBAC expectations.

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|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | ℗5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | X |  |  |  |  |
| ℗5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |  |  |  | X |  |
| ℗5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |  | X |  |  |  |
| 5. RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | X |  |  |  |  |
| 5. RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |  | X |  |  |  |
| 5. RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |  | X |  |  |  |
| 5. RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |  | X |  |  |  |
| 5.RL.8 N/A to literature |  |
| ℗5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |  | X |  |  |  |
| 5. RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4 – 5 text complexity band independently and proficiently. | Striving to apply skills in benchmark level texts throughout the year | X |
| Reading Informational | 5. RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | X |  |  |  |  |
| ℗5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | X |  |  |  |  |
| 5. RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |  |  | X |  |  |
| 5. RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. |  |  |  |  | X |
| 5. RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |  |  | X |  |  |
| ℗5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  | X |  |  |
| 5. RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |  |  | X |  |  |
| ℗5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |  |  |  | X |  |
| ℗5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  |  | X |  |  |
| 5. RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Striving to apply skills in benchmark level texts throughout the year | X |
| ReadingFoundations | 5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  | X |
| 5.RF.4 Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  | X |
| Writing | ℗5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |  |  | X |  |
| ℗5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  |  | X |  |  |
| 5. W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  | X |  |  |  |
| ℗5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | X |  |  |  |  |
| ℗5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) |  |  |  |  | X |
| 5. W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  |  | X |  |  |
| 5. W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  |  | X |  |  |
| ℗5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | X |  |  |  |  |
| ℗5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | X |  |  |  |  |
| 5. W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  | X |

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|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | 5. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  | X |
| 5. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  | X |
| 5. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  | X |
| ℗5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | X |  |  |  |  |
| ℗5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  | X |  |  |  |
| ℗5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | X |  |  |  |  |
| Speaking and Listening | ℗5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. |  |  |  |  | X |
| 5. SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | X |  |  |  |  |
| 5. SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  |  |  | X |  |
| ℗5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |  |  | X |  |  |
| 5. SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |  |  | X |  |  |
| ℗5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations. |  |  |  |  | X |