

STAGE 1– STANDARDS	
Ongoing Standards:	Descriptor:
ELA.5.I (LF)	Read with sufficient accuracy and fluency to support comprehension. › Read on-level text with purpose and understanding. › Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. › Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.5.II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. › Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
ELA.5.III (LF)	Write fluidly and legibly in cursive or joined italics.
ELA.5.18 (R)	By the end of the year, read and comprehend literary texts at the high end of the grades 4–5 text complexity range independently and proficiently.
ELA.5.19 (R)	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.
ELA.5.23 (W)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.5.24 (W)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of Language standards up to and including grade 5.
ELA.5.29 (W)	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.5.30 (S&L)	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. › Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. › Follow agreed-upon rules for discussions and carry out assigned roles. › Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

	› Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
ELA.5.38 (L)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. › Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. › Compare and contrast the varieties of English used in stories, dramas, or poems.
ELA.5.39 (L)	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. › Use context as a clue to the meaning of a word or phrase. › Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. › Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.5.41 (L)	Acquire and accurately use 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, and in addition).
Focused Standards:	Descriptor:
ELA.5.22 (W)	Write a narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. › Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. › Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. › Use a variety of transition words, phrases, and clauses to manage the sequence of events. › Use concrete words and phrases and sensory details to convey experiences and events precisely. › Provide a conclusion that follows from the narrated experiences or events.
ELA.5.1 (R)	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.2 (R)	Determine a theme of a story, drama, or poem from details in a literary 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.
ELA.5.3 (R)	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text.

ELA.5.7 (R)	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
ELA.5.8 (R)	Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.
ELA.5.9 (R)	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
ELA.5.13 (R)	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.
ELA.5.14 (R)	Compare and contrast stories in literary texts of the same genre on their approaches to similar themes and topics.
ELA.5.35 (S&L)	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; demonstrating command of grade 5 Language standards and using formal English when appropriate to task and situation.
ELA. 5.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. › Use punctuation to separate items in a series. › Use a comma to separate an introductory element from the rest of the sentence. › Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. › Use underlining, quotation marks, or italics to indicate titles of works. › Spell grade-appropriate words correctly, consulting references as needed.
ELA.5.40 (L)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. › Interpret figurative language, including similes and metaphors, in context. › Recognize and explain the meaning of common idioms, adages, and proverbs. › Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs).

KEY:

Literacy Foundations -LF

Speaking & Listening S&L

Reading – R

Language - L

Writing - W

STAGE 1 – DESIRED RESULTS

Themes/Concepts: Reading Literary Texts; Narrative Writing

Enduring Understandings:

Students will understand that...

- Setting goals helps increase their reading and writing stamina.
- Readers tackle complex texts by drawing upon their toolbox of strategies to make meaning
- Authors use story elements and point of view to develop themes and central ideas.
- Readers and writers have routines and procedures to follow in a workshop setting.
- All the parts of a narrative work together to create an effective narrative story.

Essential Questions:

- How does setting goals help me take ownership of my reading?
- How do authors use story elements to help develop themes and central ideas?
- How does point of view impact a story?
- What is reading workshop?
- What is writing workshop?

Students will know:

(Knowledge)

- **Vocabulary:** inferencing, theme, compare/contrast, figurative language, story elements (plot, setting, characters), point of view, tone
- Rules for reading and writing workshop
- Expectations for collaborative discussions
- That a story can be told from different perspectives
- Readers use their schema to make inferences
- How to set independent reading and writing goals
- The basic pieces of a narrative.

Students will be able to:

(Skills)

- Set, track, and reflect upon their goals
- Identify the genre of a text
- Identify story elements
- Read with fluency, accuracy, and expression
- Use multiple strategies to make meaning of text
- Edit and revise their writing
- Write in cursive
- Engage in meaningful conversations about literature
- Write a narrative using effective techniques.
- Identify and use transitional words in their writing.

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ELA.5.II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. › Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
ELA.5.III (LF)	Write fluidly and legibly in cursive or joined italics.
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ELA.5.23 (W)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.5.24 (W)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of Language standards up to and including grade 5.
ELA.5.29 (W)	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.5.30 (S&L)	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. › Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. › Follow agreed-upon rules for discussions and carry out assigned roles. › Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. › Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELA.5.38 (L)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. › Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. › Compare and contrast the varieties of English used in stories, dramas, or poems.
ELA.5.39 (L)	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. › Use context as a clue to the meaning of a word or phrase. › Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. › Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.5.41 (L)	Acquire and accurately use 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, and in addition).
Focused Standards:	Descriptor:
ELA.5.20 (W)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. › Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. › Provide logically ordered reasons that are supported by facts and details. › Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically). › Provide a concluding statement or section related to the opinion presented.
ELA.5.4 (R)	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.5 (R)	Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text.
ELA.5.10 (R)	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.
ELA.5.15 (R)	Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
ELA.5.16 (R)	Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).

ELA.5.26 (W)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.5.32 (S&L)	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
ELA.5.33 (S&L)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.5.34 (S&L)	Add audio recordings and visuals to presentations when appropriate to enhance the development of main ideas or themes.
ELA.5.36 (L)	Demonstrate command of conventions of Standard English grammar and usage when writing or speaking. › Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. › Form and use the perfect verb tenses. › Use verb tense to convey various times, sequences, states, and conditions. › Recognize and correct inappropriate shifts in verb tense. › Use correlative conjunctions.
ELA.5.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. › Use punctuation to separate items in a series. › Use a comma to separate an introductory element from the rest of the sentence. › Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. › Use underlining, quotation marks, or italics to indicate titles of works. › Spell grade-appropriate words correctly, consulting references as needed.

KEY:

Literacy Foundations -FL

Speaking & Listening S&L

Reading – R

Language - L

Writing - W

STAGE 1 – DESIRED RESULTS	
Themes/Concepts: Reading informational Text; Opinion/Persuasive Writing	
<p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Readers conduct research to gather evidence and reasons to support their claim. • Readers synthesize information across multiple texts to speak or write knowledgeably about a topic. • Readers use their knowledge of point of view to read with a critical eye to determine the strength of an author’s claim. • All the parts of an opinion piece are important for effective opinion writing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers become more knowledgeable about specific topics? • How do readers synthesize information gained from multiple texts in order to speak and/or write knowledgeably about a specific topic? • How does an author’s perspective influence a text?
<p>Students will know: (Knowledge)</p> <ul style="list-style-type: none"> • Vocabulary: research, investigation, summarize, reasons, evidence, claim, quote, main idea (central idea, key idea), supporting details (key details), persuade, fact, opinion, bias, organize, argument, reputable • Authors use reasons and evidence to support their claim. • Authors may use two or more main ideas to support their argument. • An author’s perspective influences the way events are described. • The parts of an opinion essay. 	<p>Students will be able to: (Skills)</p> <ul style="list-style-type: none"> • Conduct short research projects to build knowledge • Identify how point of view influences a text • Use reasons and evidence to support a point • Quote an informational text accurately • Determine the main idea (central idea, key idea) of an informational text • Draw on information from multiple reputable sources • Write an opinion piece. • Identify and use transitional words in their writing.

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ELA.5.II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. › Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
ELA.5.III (LF)	Write fluidly and legibly in cursive or joined italics.
ELA.5.18 (R)	By the end of the year, read and comprehend literary texts at the high end of the grades 4–5 text complexity range independently and proficiently.
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ELA.5.29 (W)	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.5.30 (S&L)	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. › Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. › Follow agreed-upon rules for discussions and carry out assigned roles. › Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. › Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELA.5.38 (L)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. › Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. › Compare and contrast the varieties of English used in stories, dramas, or poems.
ELA.5.39 (L)	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. › Use context as a clue to the meaning of a word or phrase. › Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. › Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.5.41 (L)	Acquire and accurately use 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, and in addition).
Focused Standards:	Descriptor:
ELA.5.21 (W)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. › Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension. › Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. › Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast and especially). › Use precise language and domain-specific vocabulary to inform about or explain the topic. › Provide a concluding statement or section related to the information or explanation presented.
ELA.5.4 (R)	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.5 (R)	Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text.
ELA.5.6 (R)	Using an informational text, 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.
ELA.5.11 (R)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.
ELA.5.12 (R)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.

ELA.5.17 (R)	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
ELA.5.25 (W)	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.
ELA.5.26 (W)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.5.27 (W)	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.
ELA.5.28 (W)	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.
ELA.5.31 (S&L)	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

KEY:

Literacy Foundations -LF

Speaking & Listening S&L

Reading – R

Language - L

Writing - W

STAGE 1 – DESIRED RESULTS	
Themes/Concepts: Informative/Explanatory Writing, Research, Historical/Informational Reading	
<p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Readers synthesize information gained from reading multiple nonfiction texts to speak or write knowledgeably about a topic. • Readers use their knowledge of point of view to read with a critical eye to determine the strength of an author’s claim. • Characters are affected and adapt to the events of the era in which they live. • Reading multiple accounts provides a more accurate account of what happened. • All the parts of an informative essay come together for an effective informational piece. • The author’s choice of text structure impacts their understanding and interpretation of a text 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers deepen their understanding of topics through the use of multiple texts? • How do readers use/hold on to their authentic questions while critically reading to aid in the research process? • How does point of view affect an author’s claim? • How are characters affected by the era in which they live? • How does reading multiple accounts provide a more accurate account of what happened?

<p>Students will know: (Knowledge)</p> <p>Vocabulary- informative, explanatory, drama, scene, dialogue, compare/contrast, reputable sources, evidence, reflection, analysis, integrate, research, transitional words, summarize/paraphrase, note taking, primary/secondary sources, visuals, text structures (chronological, sequential, compare/contrast, cause/effect, descriptive, problem/solution)</p> <ul style="list-style-type: none">• Reading multiple informational texts allows readers to develop expertise and deepen understanding of historical fiction topics or events.• While main characters in historical fiction are fictitious, the genre portrays time periods with detail and often contains historical figures.• Historical fiction characters' emotions and actions mimic those of an actual person of the time period or historical event.• Authors use different text structures for different purposes.• An author's perspective influences the way events are described.• All the parts of an informative essay.	<p>Students will be able to: (Skills)</p> <ul style="list-style-type: none">• Determine themes of text based on challenges that characters face.• Compare and contrast similar themes and topics across multiple historical fiction texts.• Write an informative essay.• Identify and use transitional words in their informative writing.• Support their ideas by quoting and paraphrasing• Use nonfiction texts to deepen their understanding of the time period of their historical fiction texts.• Identify text structures and create/complete graphic organizers using key words and details from the text
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ELA.5.1 (R)	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.2 (R)	Determine a theme of a story, drama, or poem from details in a literary 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.
ELA.5.7 (R)	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
ELA.5.8 (R)	Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.
ELA.5.11 (R)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.

ELA.5.12 (R)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.
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KEY:

Literacy Foundation - LF

Reading - R

Writing - W

Speaking & Listening - S&L

Language - L

STAGE 1 – DESIRED RESULTS

STAGE 1 – DESIRED RESULTS	
Themes/Concepts: Informative/Explanatory Writing, Poetry, Review	
<p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> All the parts of an informative essay come together for an effective informational piece. Their personal experiences influence how they read and write poetry. Goal setting empowers their learning. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do the elements of a poem affect the interpretation of the poem? How has reading workshop impacted me as a reader? How has writing workshop impacted me as a writer?
<p>Students will know: (Knowledge)</p> <ul style="list-style-type: none"> Vocabulary- stanza, line, rhythm, rhyme, tone, mood, types of poetry, elements of poetry, theme, figurative language, reflect Review of previous nine-weeks vocabulary words All the parts of an informative essay. Authors write for different purposes. Know various strategies for decoding words 	<p>Students will be able to: (Skills)</p> <ul style="list-style-type: none"> Write an informative essay. Identify and use transitional words in their informative writing. Interpret poetry and drama drawing upon their personal experiences. Collaboratively discuss and share examples of poetry. Collaboratively discuss and share examples of literature. Reflect and take ownership of goals set throughout the year. Write legibly in cursive. Read and comprehend grade-level texts with fluency and accuracy.