

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>LITERATURE:</p> <p>SUMMER READING:</p> <p>How does being accepted by others affect a person's self-esteem?</p> <p>Why is change sometimes difficult?</p> <p>ELECTIVE SUMMER READING:</p> <p>How can individuals be influenced by the people in their own surroundings?</p> <p>How can childhood experiences affect the people we become?</p> <p>Why do we need to know about the historical events that shape our country?</p> <p>Why is it important to respect the hopes, dreams and concerns of others even if they are completely different than one's own?</p> <p>How can we relate to others through literature?</p> <p>How do people evolve over time?</p> <p>What are some of the ways friends and family can help us grow, solve problems, realize our dreams, & relate to others?</p> <p>ELA PREPARATION:</p> <p>How can we exercise our ELA strategies to multiple choice questions with accuracy and written responses with ample text</p>	<p>SUMMER READING:</p> <p><i>The Kid in the Red Jacket</i> by Barbara Parks (Random House, 1987)</p> <p>Theme: Dealing with change</p> <p><i>moving, new school, meeting new people</i></p> <p>Literary Devices:</p> <p><i>Story elements:</i> characters, setting, plot, conclusion</p> <p>Main idea and details</p> <p>Figurative language: <i>similes, metaphors</i></p> <p>Vocabulary:</p> <p>acceptance</p> <p>lonely</p> <p>promotion</p> <p>annoying</p> <p>impression</p> <p>homesick</p> <p>frustration</p> <p>bother</p> <p>advice</p> <p>nervous</p> <p>ELECTIVE SUMMER READING:</p>	<p>SUMMER READING:</p> <p>Conflict:</p> <p>Explain one struggle Howard faces when he moves to Massachusetts.</p> <p>Character Development:</p> <p>Describe changes in Howard's emotions throughout the book.</p> <p>Character:</p> <p>Discuss the relationship between Howard and Molly.</p> <p>Prediction:</p> <p>Predict the future relationship between Howard and Molly.</p> <p>ELECTIVE SUMMER READING:</p> <p>Character:</p> <p>Explain how Will became a patriot of the Revolutionary War.</p> <p>Character:</p> <p>Describe how Will's friendship with Henry develops throughout the story.</p> <p>Compare and Contrast:</p> <p>Compare the life of a colonist and that of a loyalist in Boston during the 1700's.</p>		<p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D</p>	

support?

VOCABULARY:

How can we enrich our vocabulary by encountering new words in context and using new words in our writing?

EDITING AND REVISION:

How can we revise and edit our work to improve our writing and increase our rubric scores?

PORTFOLIO:

How can portfolio help us to develop as writers?

How can we apply what we have learned about our writing to future assignments?

The Journal of William Thomas Emerson: *A Revolutionary War Patriot*

by Barry Denenberg (Scholastic, 1998)

Theme: The struggles of the people of Boston during the Revolutionary War.

Literary Devices:

Story elements:

characters, setting, time, plot, rising action, crisis, climax, point of view, tone,

Imagery

Symbolism

Vocabulary:

Revolutionary War

patriot

lobsterback

loyalist

soldier

hero

tavern

colonist

redcoat

apprentice

LITERATURE:

REQUIRED:

Realistic Fiction: *There's a Boy in the Girls' Bathroom* by L.Sachar

LITERATURE & LITERARY DEVICES:

Identify character traits through one's words, actions and how others respond to character

Identify ways in which characters change & develop throughout a story

Adjust reading rate according to purpose for reading

Maintain reading lists

Ask probing questions

Read a variety of grade-level texts from a variety of genres, for a variety of purposes with understanding

Identify different genres

Define characteristics of different genres

Speak in response to the reading of a variety of texts

Use knowledge of punctuation to assist in comprehension

Recognize conversational tone in friendly communication & language appropriate to social communication

Summarize the plot and describe the motivation of characters

State or summarize main idea & support/elaborate with relevant details

Recognize the key components of a literary work

Identify Cause and Effect

Recognize Author's Purpose

Distinguish Points of View

Sequence events of a story using transitional phrases

Read the steps in a procedure

[2004]

ELA4-K1-1B [2004]

ELA4-K1-1C [2004]

ELA4-K1-1A [2004]

ELA4-K2-2A [2004]

Theme: Character Change	Make predictions before and during reading based on information in order to determine its truth
LITERARY DEVICES:	Connect a personal response to literature to prior experience or knowledge
Story elements: characters, setting, problem, events, & solution	Use information and ideas from personal experiences to form and express opinions and judgements
Point of View	
Characterization	WRITING:
Author's Purpose	Determine intended audience before writing
Cause & Effect	Identify purposes for writing such as to explain, describe, narrate, persuade, or express feelings
Main Ideas & Details	
Sequence	Employ appropriate tone and language
Before-During-After Reading Strategies	Use legible print and/or cursive writing
Review of Genres	Organize information using a graphic organizer in order to create an expository essay
WRITING:	
Expository & Informational Essays	Use a variety of pre-writing strategies (brainstorm, free writing, webbing, note taking, outlining)
How-to Writing	
Transitional phrases	
Document based essays	Understand the purpose for writing: to explain, describe, persuade, narrate, or express feelings
Introduction to highlighting pertinent information & value of marginal notes	Compose an essay containing a proper introductory paragraph, supporting body paragraphs, & concluding paragraph
PROPER PARAGRAPHING	
Use R.A.F.T.: topic sentences, detail, examples, proof, and concluding sentences	Use the writing process: Plan, Draft, Revise, Proofread, Edit, & Finalize
	Practice recalling social studies DBQ format
REQUIRED ELA PRACTICE:	Summarize main points from documents
State provided ELA grade 5	ELA PRACTICE:

exam	Correctly use multiple choice strategies to reach answer
<i>Unit & End-of-Year Skills Tests Workbook</i> for Unit 1	Organize essay on planning page
(Multiple Choice, Reading Comprehension & Writing/Grammar Practice)	Create essay containing an introduction and conclusion
Review test-taking strategies	Provide ample text support in literature based & expository essays
Multiple Choice test-taking strategies i.e. predict answer, process of elimination, referring to story for proof	VOCABULARY:
*Listening strategies to be introduced in Unit 3 due to heavy volume of DBQ	Demonstrate ability to define the meaning of new vocabulary in context
VOCABULARY:	Recognize at sight a large body of high-frequency words & irregularly spelled vocabulary
Grade appropriate vocabulary in context of novel and Reading Series	Use self-monitoring strategies to identify specific vocabulary that causes some comprehension difficulty
EDITING & REVISION: punctuation, spelling, grammar, & capitalization	EDITING & REVISION:
Complete sentences: sentence fragments & run-ons	Observe the rules of punctuation, capitalization and spelling
Compound & complex sentences	Use dictionary and thesaurus
Subjects & Predicates	Model and apply revision and editing skills to written pieces
Four types of sentences	Identify & correct paragraphs
Apostrophes:	Recognize the difference between a complete, run-on, and fragmented sentences
In a contraction where letters are left out	Recognize the differences between compound and complex sentences
In a noun to show singular possession	Identify complete subjects and predicates
In a noun to show plural possessive	Distinguish amongst the four types of sentences
	ORGANIZATIONAL FORMATS:

		<p>ORGANIZATIONAL FORMATS:</p> <p>headlines</p> <p>subheadings</p> <p>Table of Contents</p> <p>Index</p> <p>PORTFOLIO:</p> <p>Introduce portfolio assessment</p>	<p>Use the table of contents and indexes to locate information</p> <p>Skim material to obtain an overview of content or locate information</p> <p>Use text features, such as heading, captions, and titles to understand and interpret informational texts</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 2	<p>LITERATURE:</p> <p>How can one discover and form new observations about the world around them?</p> <p>In what ways can people grow and learn from their experiences?</p> <p>How can individuals be influenced by people in their surroundings?</p> <p>How can being part of a group affect perceptions of self and others?</p> <p>What can people do in order to work together to accomplish things great and small?</p> <p>ELA PREPARATION:</p>	<p>LITERATURE:</p> <p>REQUIRED:</p> <p>Realistic Fiction: <i>The Great Gilly Hopkins</i> by Katherine Patterson</p> <p>Theme: Relationships</p> <p>LITERARY DEVICES:</p> <p>Satire</p> <p>Figurative Language (simile, metaphor, & personification)</p> <p>Flashback</p> <p>Stereotype</p> <p>Plot</p> <p>Voice</p> <p>Character Analysis</p> <p>Compare & Contrast</p>	<p>LITERATURE & LITERARY DEVICES:</p> <p>Adjust reading rate according to purpose for reading</p> <p>Maintain a personal reading list to reflect goals and accomplishments</p> <p>Ask probing questions</p> <p>Identify satire, figurative language, flashback, stereotype in literature</p> <p>Describe motivation of character</p> <p>Refer to & summarize the four aspects of plot</p> <p>Compare characters in literature to people in own lives</p> <p>Demonstrate ability to define the meaning of new vocabulary in context</p> <p>Listen for unfamiliar words & learn their meaning</p> <p>Learn grade-level vocabulary through direct & indirect means</p> <p>Apply corrective strategies to assist in comprehension</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1C</p>	

<p>How can we enrich our ELA strategies to master New York State assessments?</p>	<p>WRITING:</p> <p>Compare and Contrast Essay</p>	<p>Read aloud, using inflection & intonation appropriate to text and audience</p> <p>Respect the age, gender, position, culture and interests of the audience</p>	<p>[2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p>
<p>Why is it essential to identify the purposes of listening to a variety of texts read aloud?</p>	<p>Introductory and concluding paragraphs focusing on topic sentences in essays</p>	<p>Identify different perspectives on an issue presented in one or more text</p>	<p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p>
<p>How can note taking become a valuable tool during listening activities?</p>	<p>Body paragraphs that focus on important details pertinent to the task</p>	<p>WRITING:</p> <p>Determine intended audience prior to writing</p> <p>Employ appropriate tone and language</p>	<p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2D [2004]</p>
<p>VOCABULARY:</p> <p>How can we enrich our vocabulary by encountering new words in context and incorporating them in our writing?</p>	<p>Continue the use of RAFT paragraphs</p>	<p>Use legible print and/or cursive writing</p> <p>Continue journal writing</p>	<p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p>
<p>EDITING AND REVISION:</p> <p>How can revising and editing one's work improve written responses?</p>	<p>REQUIRED ELA PRACTICE:</p> <p><i>Unit and End-of-Year Skills Tests Workbook</i> for Unit 3 (Multiple Choice Reading Comprehension and Writing/Grammar Practice)</p>	<p>Compose paragraphs according to rules of RAFT</p> <p>Compare & contrast ideas & information from 2 sources</p> <p>Correctly use various organizers to set up a planning page</p> <p>Venn Diagram</p> <p>T Chart</p> <p>Use the writing process</p>	<p>ELA1-K2-2G [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p>
<p>PORTFOLIO:</p> <p>How can portfolios guide authors to improve one's written works?</p>	<p><i>*Scott Foresman Unit 2</i> will be addressed during the spring due to nature of stories connecting to the science unit</p>	<p>Use a variety of pre-writing strategies</p> <p>Incorporate compare and contrast words in writings</p> <p>Organize/outline according to similarities & differences</p>	<p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>
<p>How can student reflections steer the writer to set goals for future assignments?</p>	<p>Review test-taking strategies</p> <p>Ask questions to clarify understanding & focus on reading</p> <p>VOCABULARY:</p>	<p>Construct an opening paragraph that identifies purposes and intent</p> <p>Make use of provided data to construct paragraphs</p> <p>Elaborate by modifying, combining, and rearranging sentences into well constructed paragraphs</p>	

<p>Grade appropriate vocabulary in context of novel and reading series</p>	<p>Uses the task to design an appropriate introduction and conclusion in compare and contrast writing</p> <p>Supports writing with ample details</p>
<p>EDITING & REVISING: punctuation, spelling, grammar and capitalization</p>	<p>ELA PRACTICE:</p>
<p>Verbs</p>	<p>Correctly use multiple choice strategies to reach the answer</p>
<p>Subject-Verb agreement</p>	<p>Recognize errors in grammar and punctuation</p>
<p>Verb Tenses: past, present and future</p>	<p>Create planning page for extended ELA writing tasks</p>
<p>Using correct verb tense</p>	<p>Interpret ELA questions for meaning and understanding-know what the question is asking</p>
<p>WHEN DO I USE A CAPITAL LETTER?</p>	<p>Produce essays that include sufficient supporting textual details to effectively answer questions</p>
<p>Title used with a name i.e. Mr., Mrs., Miss, Ms., & Dr.</p>	<p>Include voice to improve independent essays</p>
<p>Titles of songs, books, story, poem</p>	<p>VOCABULARY:</p>
<p>Greetings and closings</p>	<p>Demonstrate ability to define the meaning of new vocabulary in context</p>
<p>First word in a direct quotation</p>	<p>EDITING AND REVISION:</p>
<p>First line of a poem</p>	<p>Recognize simple and complete predicates</p>
<p>First words in main heading and subheading in an outline</p>	<p>Understand subject-verb agreement</p>
<p>Double Negatives:</p>	<p>Use verbs correctly with singular and plural subjects</p>
<p>Example: We don't want no homework</p>	<p>Use present, past and future tense verbs correctly</p>
<p>PORTFOLIO: Continue portfolio assessment</p>	<p>Use language & grammar appropriate to purpose for speaking</p>

			<p>Observe the rules of punctuation, capitalization and spelling</p> <p>Use dictionary and thesaurus</p> <p>Model and apply revision and editing skills to written pieces</p> <p>Use teacher conference & peer review to revise written work</p> <p>Review writing independently</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 3	<p>LITERATURE:</p> <p>How do friendships shape individuals?</p> <p>How do people choose their friends?</p> <p>What goes into building close friendships?</p> <p>What can others learn from their friendships?</p> <p>How does one keep a healthy friendship?</p>	<p>LITERATURE:</p> <p>Novel: Choose from grade 5 novels listed in the Resource Column</p> <p>Theme: Friendships</p> <p>LITERARY DEVICES:</p> <p>Dialogue</p> <p>Foreshadowing</p> <p>Inference</p> <p>Theme</p> <p>WRITING:</p> <p>Persuasive Essay Writing</p> <p>Introductory and concluding paragraphs focusing on topic sentences in essays</p>	<p>LITERATURE AND LITERARY DEVICES:</p> <p>Adjust reading rate to purpose for reading</p> <p>Maintain a personal reading list to reflect goals and accomplishments</p> <p>Ask probing questions</p> <p>Identify information that is implied, rather than stated</p> <p>Model the ability to recognize foreshadowing in literature</p> <p>Share information from personal experiences</p> <p>State main ideas and support with facts, details and examples</p> <p>Ask questions and respond to questions for clarification</p> <p>Recognize how new information is related to prior knowledge & experience</p> <p>Recognize that story</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1B [2004]</p>

<p>ELA PREPARATION:</p> <p>How can one exercise ELA strategies to multiple choice questions, reading and writing tasks, as well as written responses, to further create complete thoughts and statements?</p>	<p>Enhance the use of details in essays to thoroughly address the task</p> <p>Story/essay starters (attention getters)</p> <p>Continue the use of RAFT paragraphs</p>	<p>dialogue reveals information about both the story and the characters</p> <p>Analyze point of view to further understand the theme of the story, using details from the text</p> <p>Use prior knowledge in connection with text information to support comprehension, from forming predictions to making inferences & drawing conclusions</p>	<p>ELA3-K1-1C [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA1-K2-2A [2004]</p>
<p>VOCABULARY:</p> <p>How can the use of newly-learned vocabulary help to enrich our writing?</p>	<p>REQUIRED ELA PRACTICE:</p>	<p>Learn how to use ICE to further support questions in Language Arts</p>	<p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p>
<p>EDITING AND REVISION:</p> <p>How is editing and revising our written work valuable?</p> <p>How can one use editing and revision appropriately?</p>	<p><i>NYS ELA Student Workbook Practice</i> for Unit 4: Reading and Writing Task, Listening and Writing Task, and Independent Essay</p> <p>Listening Passages: "The Olympic Games" & "Baseball: America's National Pastime"</p>	<p>Use a thesaurus to identify synonyms and antonyms</p> <p>Develop self-monitoring strategies to instruct meaning of texts i.e. cross checking, summarizing and checking</p> <p>Use established criteria to analyze the quality of information in text</p>	<p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p>
<p>PORTFOLIO:</p> <p>How does the use of portfolio help us to become stronger writers?</p> <p>How do self/peer reflections help us grow as writers?</p>	<p>R&W Passages: "Angry Spirits?" & poem: "The Wind"</p> <p><i>Unit and End-of-Year Skills Tests Workbook</i> for Unit 4 (Multiple Choice Reading Comprehension and Writing/Grammar Practice)</p> <p>Introduce listening X note strategy (Teacher modeled)</p> <p>Organization of extended responses</p> <p>Introduction to ICE</p> <p>VOCABULARY:</p>	<p>WRITING:</p> <p>Determine intended audience before writing</p> <p>Employ appropriate tone and language</p> <p>Use legible print and/or cursive writing</p> <p>Correctly spell words within writing that have been previously studied and/ or frequently used</p> <p>Apply the writing process (e.g. prewriting, drafting, revising, editing)</p> <p>PERSUASIVE TECHNIQUES</p> <p>Use ample support to defend ideas</p> <p>Incorporate transitional phrases to illustrate persuasion</p> <p>Create a lead that attracts readers' interest</p>	<p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA4-K2-2C [2004]</p>

<p>Grade appropriate vocabulary in context of stories</p>	<p>Provide a title that interests appropriate audience</p> <p>Establish consistent point of view</p> <p>Vary sentence structure</p> <p>Prioritize arguments</p>
<p>EDITING & REVISING SKILLS: punctuation, spelling, grammar and capitalization</p>	<p>Arrange sentences in logical order</p>
<p>Review Homonyms and Homophones</p> <p>Adjectives</p>	<p>Recognize persuasive presentations & identify techniques used to accomplish purpose, with assistance</p>
<p>Comparative and superlative</p> <p>Adverbs</p> <p>Quotation marks in dialogue</p>	<p>Maintain writing portfolio which includes writing for critical analysis, evaluation and social communication</p>
<p>REFERENCE MATERIALS:</p>	<p>ELA PRACTICE:</p> <p>Improve reading comprehension skills</p>
<p>Dictionary</p> <p>Thesaurus</p> <p>Encyclopedia</p>	<p>Implement multiple choice strategies</p> <p>Identify essential details for note taking</p>
<p>Atlas</p> <p>Internet</p> <p>PORTFOLIO:</p>	<p>Understand the purpose for writing</p> <p>Include relevant information to support ideas</p>
<p>Continue portfolio assessment</p>	<p>Compose short & extended responses using text-based information that meet the goals of the NYS Grade 5 rubric</p>
	<p><i>LISTENING TASK</i></p> <p>Identify purposes for listening</p>
	<p>Take notes to record & organize relevant data, facts, & ideas, with assistance, and use notes as part of prewriting activities</p> <p>Demonstrate listening strategies and utilize note</p>

taking skills for application to ELA questions

Differentiate between main ideas and details in a listening passage by using the X note strategy

Compose essays illustrating effective note-taking & listening skills

Arrange written work to include a sufficient introduction & conclusion, as well as body paragraphs that lend themselves to the task with ample textual support

Discover the underlying message the author conveys

VOCABULARY:

Utilize word structure knowledge such as roots, prefixes and suffixes to determine meaning

Employ prior knowledge and experience to understand ideas and vocabulary in books

EDITING AND REVISION:

Recognize and correctly use adjectives in reading and writing

Employ the articles *a*, *an*, *the* correctly

Understand how adjectives improve sentences

Become familiar with comparative and superlative adjectives and adverbs

Identify double

comparisons to improve speaking and writing

Recognize and use adverbs correctly to enhance sentences

Review writing independently to revise for focus, development of ideas and organization

Review writing independently to edit for spelling, grammar, capitalization and punctuation

Share the process of writing with peers and adults

Introduce value of reference materials in order to enhance writing i.e. dictionary and thesaurus

Observe the rules of punctuation, capitalization, and spelling

PORTFOLIO:

Select pieces to revise and edit

Self- and peer-reflect upon pieces

Conference with peer and/or teacher

Finalize pieces for placement in portfolio

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	LITERATURE: How does one read a story and express the content in an organized and meaningful way?	LITERATURE: Novel: Choose from grade 5 novels listed in the Resource Column	LITERATURE & LITERARY DEVICES: Adjust reading rate according to purpose for reading		ELA1-K1-1A [2004]	
	How can the meaning of new vocabulary that is found in various texts be useful for the reader?	Theme: Life's Journeys	Maintain a personal reading list to reflect goals and accomplishments		ELA1-K1-1B [2004]	
	Where do life's journeys lead?		Ask probing questions		ELA1-K1-1C [2004]	
	How can journey's teach us about ourselves?		Distinguish between fact & opinion with ample support		ELA1-K1-1D [2004]	
	How can life's journeys help us to relate to those who have different values and traditions?	LITERARY DEVICES: Fact and Opinion	Restate information by paraphrasing		ELA1-K1-1E [2004]	
	In what ways can life's journey's encourage dreams?	Paraphrasing	Create mental pictures from descriptive writing & understand the author's purpose for using imagery		ELA1-K1-1F [2004]	
		Imagery	Identify main ideas & supporting details in informational texts to distinguish relevant & irrelevant information		ELA2-K1-1A [2004]	
		Context Clues	Employs context clues in comprehending new vocabulary & ideas		ELA2-K1-1B [2004]	
		Main Idea and Detail			ELA2-K1-1C [2004]	
	ELA PREPARATION:	WRITING: Narrative Essay Writing	Evaluates information, ideas, opinions, and themes in text by identifying a central idea and supporting details		ELA2-K1-1D [2004]	
	How can we exercise ELA strategies to answer multiple choice questions with accuracy and written responses with ample text support?	Stories based on personal experiences	Use word recognition skills & strategies accurately and automatically, when decoding unfamiliar words		ELA2-K1-1E [2004]	
		Author's purpose: What is the point in writing this?	Recognize when comprehension has been disrupted and initiate self-correction strategies, such as re-reading, adjusting rate of reading, and attending to specific vocabulary		ELA2-K1-1F [2004]	
	VOCABULARY: How can one's vocabulary be enriched by learning new words in context and using new words in writing?	Review topic sentences and how they should fit into each body paragraph	Participate cooperatively and collaboratively in group discussions of texts		ELA3-K1-1A [2004]	
	Essay flows sequentially and logically with extensive descriptions and details			ELA3-K1-1C [2004]		
EDITING & REVISION:		Share reading experiences to build relationships		ELA3-K1-1D [2004]		
				ELA4-K1-1A [2004]		
				ELA4-K1-1B [2004]		
				ELA4-K1-1C [2004]		
				ELA4-K1-1C [2004]		
				ELA1-K2-2A [2004]		
				ELA1-K2-2B [2004]		

<p>How can editing and revising improve writing and increase rubric scores?</p>	<p>Review RAFT paragraphs using the skills for narrative writing</p>	<p>Make connections between text being read and own lives, the lives of others, and other texts read in past</p>	<p>ELA1-K2-2C [2004]</p>
<p>How can revising and editing work help in future assignments?</p>	<p>CREATIVE STORY WRITING</p> <p>Stories based on made up characters and situations</p>	<p>WRITING:</p> <p>Determine intended audience before writing</p>	<p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA1-K2-2G [2004]</p>
<p>PORTFOLIO:</p> <p>How can portfolios help to develop life-long writers?</p>	<p>Identify plot</p>	<p>Employ appropriate tone and language</p>	<p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2C [2004]</p>
<p>How can we strengthen our written expression through self and peer selection and reflection?</p>	<p>Establish point of view</p> <p>Teacher reviews dialogue</p> <p>Teacher models effective ways to create tone and mood</p> <p>ELA PRACTICE:</p> <p><i>Student Workbook Practice</i> Unit 5: Reading and Writing Task, Listening and Writing Task, and Independent Essay</p> <p>Listening Passages: "An Underwater Discovery" & "The Emperor's Clay Army"</p> <p>Reading Passages: "Sailing With Christopher Columbus" & "Giant Step for Women"</p> <p><i>Unit and End-of-Year Skills Test Workbook</i> for Unit 5 (Multiple Choice Reading Comprehension and Writing/Grammar Practice)</p>	<p>Use legible print and/or cursive writing</p> <p>Create narrative pieces that focus on personal events</p> <p>Engage readers with a catchy opener and states the purpose in writing in first paragraph</p> <p>Provide ample details to allow reader to fully engage in the experience in a logical order</p>	<p>ELA3-K2-2D [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2B [2004]</p> <p>ELA4-K2-2C [2004]</p>
	<p>Review ELA listening X note strategies</p>	<p>Incorporate dialogue to further enhance the narrative</p>	
	<p>Review test-taking strategies</p>	<p>Recognize how mood and tone help shape a story</p>	
		<p>Employ an interesting plot to show the rising action in the story</p>	
		<p>Show how authors use point of view in story writing</p>	
		<p>Adjust style of writing, voice, and language used according to purpose and intended audience</p>	
		<p>Incorporate aspects of</p>	

Continue reviewing ICE	literary devices into own writing
	Devise a conclusion that wraps up the experience
VOCABULARY:	
*Grade appropriate vocabulary in context of stories	Use a variety of prewriting strategies to plan writing
	Employ the writing process to develop a successful piece of work
EDITING & REVISION: punctuation, spelling, grammar and capitalization	ELA PRACTICE:
Pronouns and Referents	Review ICE skills while showing how they make answers to ELA questions stronger
Subject and Object Pronouns	Utilize multiple choice strategies
Prepositions and Prepositional Phrases	Respond to writing prompts that follow listening to literary and informational texts
Conjunctions	Create planning page for extended ELA writing tasks
Oral Presentation/Public Speaking	Understand questions in order to respond appropriately
Eye contact	Employ RAFT in answering ELA tasks
Voice	Produce essays that include sufficient textual support
Content	
Speaking	Improve independent essays by using voice
Methods of overcoming anxiety	VOCABULARY:
	Acquire new vocabulary by reading a variety of texts
PORTFOLIO:	
Continue portfolio assessment	EDITING & REVISING SKILLS:
	Use a variety of spelling resources to help correct i.e. dictionary and thesaurus

Correctly spell words that have been previously studied

Review writing independently, with peer, &/or teacher for improvement

Observe the rules of punctuation, capitalization and spelling

Exercises to master:

Pronouns & referents

Prepositions & prepositional phrases

Conjunctions

Subjects and object pronouns

ORAL PRESENTATION:

Listen respectfully, and without interrupting, when others speak

Respond appropriately to what is heard

Employ grammatically correct sentences when speaking

Vary the formality of language according to the audience and purpose for speaking

Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication

Offer feedback in a respectful and responsive manner

			<p>Present reports of varying time to teachers and peers</p> <p>Use notes, outlines, and visual aides appropriate to the presentation</p> <p>Present original works to adults & peers, using audible voice and pacing appropriate to content and audience</p> <p>Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate</p> <p>Maintain a writing portfolio to enhance the students' growth within the writing process</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self- and peer-reflect on work</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 5	<p>LITERATURE:</p> <p>How does literature encourage one to think of the world as dynamic, rather than static?</p> <p>How does one learn and care for his/her surroundings?</p> <p>Why is it important for one to take responsibility for his/her surroundings?</p> <p>What are some consequences that might occur if one does not take responsibility for his/her surroundings?</p>	<p>LITERATURE:</p> <p>Novel: Choose from Grade 5 Novels listed in the Resource Column</p> <p>Theme: Nature</p> <p>Science Literature: <i>Whales</i></p> <p>(Non-fiction)</p> <p>Reading Headlines, captions, pictures</p> <p>LITERARY DEVICES:</p> <p>Drawing Conclusions</p>	<p>LITERATURE & LITERARY DEVICES:</p> <p>Identify information that is implicit rather than stated</p> <p>Adjust reading rate according to purpose for reading</p> <p>Use knowledge of decoding strategies to read unfamiliar words</p> <p>Maintain a personal reading list to reflect goals and accomplishments</p> <p>Ask probing questions</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E</p>

<p>What can one do to influence others to take care of their surroundings?</p> <p>ELA PREPARATION:</p> <p>How can the use of newly-learned vocabulary help to make our reading and writing stronger?</p> <p>VOCABULARY:</p> <p>How can the use of newly-learned vocabulary help to make our reading and writing stronger?</p> <p>EDITING AND REVISION:</p> <p>Why is editing and revising important for writers?</p> <p>How can one continue to use editing and revising skills to further aid in writing and increasing rubric scores?</p> <p>PORTFOLIO:</p> <p>Why are portfolios important for young writers?</p> <p>In what ways can peers help each other expand as authors?</p>	<p>Symbolism</p> <p>Review of all literary devices</p> <p>WRITING:</p> <p>DESCRIPTIVE WRITING</p> <p>Teacher models sentence fluency showing the writer how to add vivid details to make sentences and ideas clear to the reader</p> <p>Teacher reviews figurative language to further enhance student descriptions</p> <p>Practice writing that focuses on a catchy beginning statement to invite the reader into one's essay</p> <p>Organization</p> <p>Practice concluding paragraphS that leaves the reader able to paint a mental picture</p> <p>Continue the use of RAFT paragraphs</p> <p>REQUIRED ELA PRACTICE:</p> <p><i>NYS ELA Student Workbook Practice</i> for Unit 2: Reading and Writing Task, Listening and Writing Task, and Independent Essay</p> <p>Listening Passages: "Japanese Gardening in Winter" & "The Art of Bonsai"</p> <p>R&W Passages: "Save Your Trash!" & "Making Snow"</p>	<p>Effectively use details in literature to think beyond the text</p> <p>Identify author's purpose of using symbolism</p> <p>Recognize how authors use literary devices to create meaning</p> <p>Review literary devices throughout school year</p> <p>Participate in group discussions on a variety of topics</p> <p>Connect a personal response to literature to prior experience or knowledge</p> <p>Analyze an event or issue by using role play as a strategy</p> <p>WRITING:</p> <p>Review the use of five senses in students' writing to enhance descriptive language</p> <p>Use the writing process effectively</p> <p>Utilize a variety of pre-writing strategies</p> <p>Adapt an organizational format appropriate for task that describes different aspects of the main subject</p> <p>State a main idea and support it with ample details and examples</p>	<p>[2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>
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<p><i>Unit and End-of-Year Skills Tests Workbook for Unit 2 (Multiple Choice Reading Comprehension and Writing/ Grammar Practice)</i></p>	<p>Provide a variety of literary devices such as simile, metaphor, onomatopoeia and personification</p>
<p>Review ELA listening X note strategies</p>	<p>Establish consistent point of view in writing</p>
<p>Review test taking strategies</p>	<p>Understand and use writing for a variety of purposes on various topics</p>
<p>Continue using ICE in ELA responses and other forms of writing</p>	<p>Spell a large body of words accurately & quickly when writing</p>
<p>VOCABULARY:</p>	<p>Use legible print and/or cursive writing</p>
<p>Grade appropriate vocabulary in context of stories</p>	<p>Establish a constant flow in writing</p>
<p>EDITING & REVISING SKILLS: punctuation, spelling, grammar and capitalization</p>	<p>Determine intended audience before writing</p>
<p>Review all forms of nouns: plural, proper, possessive, irregular and regular</p>	<p>Employ appropriate tone and language</p>
<p>Commas in a series, Direct Address and Appositives</p>	<p>Turn the ordinary subject into an extraordinary experience</p>
<p>*Tricky comma usage</p>	<p>Write on a wide variety of topics that call for descriptive writing</p>
<p>Set off dialogue in a direct quotation</p>	
<p>Separate the name of a person spoken to from the rest of sentence</p>	
<p>Quotations and Quotation Marks</p>	<p>Analyze the impact of an event, or issue from personal and peer group perspectives</p>
<p>PORTFOLIO:</p>	
<p>Completed portfolio</p>	<p>Use information and other subject areas and personal experiences to form and express opinions</p>
	<p>Develop a personal voice that enables the reader to get to know the writer</p>

ELA PRACTICE:

Utilize multiple choice strategies effectively and independently

Respond to writing prompts that require listening for an extended amount of time

Use strategies such as note taking, mapping or webbing to plan and organize writing

Connect new information to prior knowledge and experience

Recognize the perspective of others to analyze literature

Understand how ICE helps to give greater detail in answering ELA questions

Create longer writings using ICE for extra support

VOCABULARY:

Employ context clues in comprehending and retaining new vocabulary

Make use of fresh and varied vocabulary

Use precise vocabulary in writing

EDITING AND REVISION:

			<p>Review writing independently, with peers, & teacher for organization, ideas, grammar, punctuation, capitalization, & spelling</p> <p>Offer feedback to others in a respectful & responsive manner</p> <p>Review all forms of nouns, differentiating between regular and irregular, plural and possessive</p> <p>Model how commas are used in writing</p> <p>Teach proper technique of using quotations</p> <p>Observe the rules of punctuation, capitalization and spelling</p> <p>Use dictionaries and thesaurus</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Finalize portfolio for display at Learning Fair and final critique</p>		
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Key to Standards used in this Map

ELA1-K1-1A [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]

ELA1-K1-1B [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]

ELA1-K1-1C [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]

ELA1-K1-1D [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]

ELA1-K1-1E [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]

ELA1-K1-1F [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]

ELA1-K2-2A [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]

ELA1-K2-2B [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]

ELA1-K2-2C [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference. [Elementary]

ELA1-K2-2D [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]

ELA1-K2-2E [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - include relevant information and exclude extraneous material. [Elementary]

ELA1-K2-2F [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process) to produce well-constructed informational texts. [Elementary]

ELA1-K2-2G [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]

ELA2-K1-1A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]

ELA2-K1-1B [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - recognize some features that distinguish the genres and use those features to aid comprehension. [Elementary]

ELA2-K1-1C [2004] [6 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]

ELA2-K1-1D [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - use inference and deduction to understand the text. [Elementary]

ELA2-K1-1E [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]

ELA2-K1-1F [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit. [Elementary]

ELA2-K2-2A [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]

ELA2-K2-2B [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - explain the meaning of literary works with some attention to meanings beyond the literal level. [Elementary]

ELA2-K2-2C [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. [Elementary]

ELA2-K2-2D [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]

ELA3-K1-1A [2004] [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. [Elementary]

ELA3-K1-1B [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

ELA3-K1-1C [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - recognize that the criteria that one uses to analyze and evaluate anything depend on ones point of view and purpose for the analysis. [Elementary]

ELA3-K1-1D [2004] [3 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

ELA3-K2-2A [2004] [5 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

ELA3-K2-2B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.). [Elementary]

ELA3-K2-2C [2004] [3 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.). [Elementary]

ELA3-K2-2D [2004] [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

ELA4-K1-1A [2004] [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

ELA4-K1-1B [2004] [5 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others ideas in conversations on familiar topics. [Elementary]

ELA4-K1-1C [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

ELA4-K2-2A [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. [Elementary]

ELA4-K2-2B [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message. [Elementary]

ELA4-K2-2C [2004] [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss published letters, diaries, and journals to learn the conventions of social writing. [Elementary]