

Common Formative Assessment Plan							
Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	created?
1	Week 1, RW	MA, M MA, M	Questioning, Inference, and Interpretation @RL5.1 Capitalization and Punctuation @L5.2d	WONDER WEEK 1 CHECKPOINT Students answer comprehension question from text. Students are shown flip with examples of book titles. Sts record on post-it if they are recorded correctly.	1/3/2014	MA- Students explain what a grade level text says explicitly M- Students accurately quote the text when the text says explicitly E- Students critique a given inference and accurately quoting the text. M- Students will underline the title of the book when answering their inference question.	Comprehension ? is in website. Teachers need to create flip and provide post-its for MA
	Week 1, W	MA	Capitalization and Punctuation @L5.2d	WRITING WEEK 1 CHECKPOINT (USING COMMAS IN A SERIES WKST)		MA- 9 out of 12 correct	
2	Week 2, RW	MA, M MA, M	Questioning, Inference, and Interpretation @RL5.1 Capitalization and Punctuation @L5.2d	A TOUR OF GALAXY After reading the Close reading students will respond in writing.	1	MA- Students explain what a grade level text says explicitly M- Students accurately quote the text when the text says explicitly E- Students critique a given inference and accurately quoting the text. M- Students will underline the title of the book when answering their inference question.	Add the punctuation rubric
	Week 2, W		Grammar @L5.1d	WRITING WEEK 2 CHECKPOINT (PAST, PRESENT, & FUTURE)		MA- 12 out of 16	
3	Week 3, RW	M, MA	Questioning, Inference, and Interpretation @RL5.1	Students answer point of view question and provide three examples of evidence from text.	3	MA- Students explain what a grade level text says explicitly M- Students accurately quote the text when the text says explicitly E- Students critique a given inference and accurately quoting the text. M- Students will underline the title of the book when answering their inference question	yes
	Week 3, W		Sentences @L5.3a	JOURNAL AT THE END OF WRITING WEEK 3- FLIP	1	MA-Students correctly identify the parts of sentences. M- Students use a variety of complete sentences structures in their writing.	yes
	Week 3, RW	Typing?	Technology @W5.6				Create an assessment
4	Week 4	MA, M, E	Word Impact and Use @RL5.4	WONDER WEEK 4 CHECKPOINT Students identify examples of figurative language in text and record meaning.	2	MA - Students identify two examples of figurative language M - Students identify two examples and explain both correctly E - Students create new version of figurative language	Yes
	Week 4, W	NO ASSESSMENT					
	Week 4, RR	MA	Collaborative Discussion @SL5.1a	Orally (Discussion) Written (Prove-It Exit Slip)	On-going	MA - Answers questions correctly posed to them	
5	Week 5, RW	MA, M, E	Questioning, Inference, and Interpretation @RL5.1	WONDER WEEK 5- CHECKPOINT (THE SHIFT)	2	MA- Students summarize the grade level text using a graphic or strategy. M- Students summarize the text and reference the theme in the summary. E- Student can infer how the theme would change if the ending changed.	yes
	Week 5, W	MA, M	Sentences @L5.3a	WONDER WEEK 5- CHECKPOINT (THE SHIFT)- Reading checkpoint		MA-Students correctly identify the parts of sentences. M- Students use a variety of complete sentences structures in their writing.	
	Week 5, RR	MA	Collaborative Discussion @SL5.1c (answer)	Orally (Discussion)	On-going	MA - Answers questions correctly posed to them	
6	Week 6, RW						
	Week 6, W						

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	Week 6, RR	MA, M, E	Collaborative Discussion @SL5.1c (ask and answer ?s that contribute) Fluency @RF5.4a, RF5.4b	Orally (discussion) Orally (teacher observation)	On-Going Thursday or Friday of Week 6	MA - Answer questions posed to them, develop questions in isolation M - Respond to questions posed by other, or ask questions to contribute to the discussion E - Lead the discussion MA - read grade level with teacher directed strategies and retells with teacher prompting M - read grade level text fluently with expression and appropriate rate and retell three details about what they learned.	

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Questioning, Inference, and Interpretation Capitalization and Punctuation	M MA	CF-@RL5.1, @L5.2d *	@RL5.1 I can accurately quote the text when I explain what the text says. @L5.2d I can use correct punctuation when writing about the title of books. @L5.4 b I can recognize and recall the meanings of grade appropriate affixes and	1	Reading Workshop Close Reading of Wonder by Natalie Merchant Make anchor chart of key terms from proficiency scales to be referenced throughout the unit. Reading Room-Week 1 Benchmarking and MAZE	forewarned deformed phobia Introduce affixes with examples (prefix, suffix, root)	Wonder Part 1	
Questioning, Inference, and Interpretation Word Impact and Use	M MA	CF @RL5.1, @L5.2d	@RL5.1 I can accurately quote the text when I explain what the text says. RL5.1 I can draw inferences from the text. I can support by inferences by accurately quoting the text. RL 5.4. I can explain the meaning of figurative	2	Reading Workshop Informational Close Reading: Bullying Reading Room-Week 2 Monday-6 Minute Partners with What is Fluency presentation Tuesday-What is a close reading presentation (Hand out book marks) Begin Close reading Thursday-Close Reading-Text related to names Friday-Check out book talk books and do calendars in the media center	catastrophe (part 2) genetic (part 2) syndrome (part 3) affix word:	Wonder Part 2 and 3	
Questioning, Inference, and Interpretation Word Impact and Use	M M	CF @RL5.1, @L5.2d	@RL5.1 I can accurately quote the text when I explain what the text says. @RL5.2 I can use the details in a story to determine the theme. (not assessed) RL 5.6 I can identify the narrator's point of view. RL 5.6 I can interpret how the point of view affects the way the story	3	Reading Room-Week 3 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues with graphic organizer Reading Strategies-Accurately quoting the text with prove it graphic organizer demonstrating that they have come prepared for discussion Writing-Prove-It (Accurately quoting the text with prove it graphic organizer demonstrating that they have come prepared for discussion) (use as assessment on Friday)	sympathetic (part 4) hypocrite (part 4) spitefully (part 5)	Wonder: Parts 4 and 5 Poem: Class Bully	
Questioning, Inference, and Interpretation Context Clues	M M	@SL.5.1a I can come to discussions prepared having read or studied the material we are discussing.	@RL5.1 I can accurately quote the text when I explain what the text says. L5.4a I can use context clues to determine the meaning of a word. @SL.5.1a I can come to discussions prepared having read or studied the material we are discussing.			L5.4a I can use context clues to determine the meaning of a word.	Students assigned book talk books 1. Breadwinner 2. Loser 3. Maniac Magee 4. We will Never Forget you, Roberto Clemente 5. Whipping Boy	
Collaborative Discussions								
Questioning, Inference, and Interpretation Word Impact and Use	MA M E	CF @RL5.4	@RL5.1 I can accurately quote the text when I explain what the text says. @RL5.2 I can use the details in a story to determine the theme. (not assessed) RL 5.6 I can identify the narrator's point of view. RL 5.6 I can interpret how the point of view affects the way the story is told. @RL 5.4 I can explain the meaning of	4	Reading Workshop Informational Text Close Reading: Reading Room-Week 4 BOOK TALK Fluency-6 minutes Vocabulary-Explaining the meaning of figurative language with graphic organizer (Simile and metaphor) Reading Strategies-Asking and responding to questions during the discussion (hand out questions sentence starters and conversation prompts book mark) Writing-Prove-It or responding to questioning to partner's questions (use as exit slip on Friday)	Impressions (part 6) entitled (part 7) euphoric (part 7)	Wonder Part 6 and 7 Informational Text: Bullying: It's Against the Law	
Collaborative Discussions		@SL.5.1.c I can respond to questions that contribute to the ideas of the discussion.	@RL5.1 I can accurately quote the text when I explain what the text says. @RL5.4 I can explain the meaning of figurative language used in the text. L5.4a I can use context clues to determine the meaning of a word. @SL.5.1a I can come to discussions prepared having read or studied the material we are discussing. (not assessed) @SL.5.1.c I can respond to questions that contribute to the ideas of the discussion.			L5.4a I can use context clues to determine the meaning of a word.	Book Talk	

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<u>Themes and Central Ideas</u>	M M	CF @RL5.2	@RL5.1 I can accurately quote the text when I explain what the text says. @RL 5.2 I can determine why characters act the way they do in a story or drama (not assessed) @RL 5.2 I can summarize the text (getting at the theme)	5	Reading Workshop	Whole Class Activity 1. Charades (page 57 Marzano) 2. Quiz Time Vocabulary: annual (part 8) monumental (part 8) ruminating (part 8)	Wonder Part 8	
<u>Collaborative Discussions</u>		@SL.5.1c. I can ask questions during the discussion that contribute to the ideas shared by others.	@RL5.1 I can accurately quote the text when I explain what the text says. @RL5.4 I can explain the meaning of figurative language used in the text. @SL.5.1c. I can ask questions during the discussion that contribute to the ideas shared by others.		Reading Room-Week 5 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues and explaining the meaning of figurative language with graphic organizer Reading Strategies-Accuately quoting the text Asking questions during the discussion Writing-Explain figurative language or context clues using graphic organizers	L5.4a I can use context clues to determine the meaning of a word.	Book Talk	
<u>Questioning, Inference, and Interpretation</u>	M M		Review Week	6	Reading Workshop Review Centers Close Reading: Class Bully	Vocabulary Centers 1. Word Ladders 2. iPad games 3. Swat (teacher directed)		
<u>Word Impact and Use</u>								
<u>Fluency</u>		Fluency Grade	RI5.1 I can accurately quote the text when I explain what the text says. RI5.1 I can draw inferences from the text and support my inferences by quoting the text.		Reading Room-Week 6 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues and explaining the meaning of figurative language with graphic organizer Reading Strategies-Accuately quoting the text Asking and respond to questions during the discussion Writing-Explain figurative language or context clues using graphic organizers		Close Readings related to read aloud	
		Summative @RL5.1, @RL5.2, @RL5.4, @L5.2a, @L5.1a, @L5.3a						

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<u>Capitalization and Punctuation</u>	MA	@L5.2a	@L5.2a I can use punctuation to separate items in a series. L5.2b I can use commas correctly in a variety of ways. (to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L5.5b I can use commas correctly when writing introductory phrases.	1	Punctuation - COMMAS	Day 1: "Comma Rules" handout/discuss Flipchart "Using Commas" Create a writing journal Glue in Comma Rules handout Day 2: Flipchart "Commas in a Series" Day 3: Flipchart "Commas + Esperanza Rising"	
<u>Grammar</u>	MA		L5.1b I can form and use the perfect verb tense. @L5.1d I can recognize inappropriate shifts in verb tense in writing and speaking. @L5.1d I can use verb tense to convey various times, sequences, states, and conditions.	2	Verbs and Verb Tense (Briefly review parts of speech) 1. Review parts of speech 2. Teach verbs tenses	Day1: Parts of speech review Categorize past, present, and future verbs Day 2: Cloze activity choose the correct verb tense Introduce The Present tense	
<u>Sentences</u>	MA		@L5.3a I identify the parts of a complete sentence (subject and predicate).	3	Sentence Structure Subject and Predicate?	Day 1: Subject and Predicate flipchart Day 2: Journal as Checkpoint	
n/a		I (worksheets)	L.5.1a.I can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	4	Sentence Structure 1. Teach conjunctions 2. Teach prepositions 3. Teach interjections	Day1: Conjections Day2: Prepositions Day3: Interjections	
<u>Sentences</u>	MA		@L.5.3a. I can expand, combine and reduce sentences for meaning in isolation.	5	Sentence Structure		
<u>Sentences</u>	M		@L.5.3a. I can expand, combine and reduce sentences for meaning in isolation.	6	Writing Precept		
<u>Grammar</u>							
<u>Capitalization and Punctuation</u>							

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1		Week 1, RW						
		Week 1, W						
		Week 1, RR						
2		Week 2, RW	MA	Themes and Central Ideas	Students reread part of a passage and identify character traits and/or how a character responded to a conflict. Students must quote the text and use evidence from the text to support their answer.	4	M - Students correctly identify characters trait and prove it with quoted evidence MA - Students correctly answer three short answer questions about the text IP - Student incorrectly identifies character trait and/or provides incorrect evidence.	Yes
		Week 2, W	MA	Narrative	None			
		Week 2, RR						
3		Week 3, RW	M	Themes and Central Ideas	Students identify character traits for a character and use evidence of how that character responds to a conflict to defend the character trait			
		Week 3, W			Students draft 2 or 3 possible leads/introductions based upon strategies taught in class OR Students are shown different samples of leads and students defend which lead is more appropriate			
		Week 3, RR						
4		Week 4, RW						
		Week 4, W						
		Week 4, RR						
5		Week 5, RW						
		Week 5, W						
		Week 5, RR						
6		Week 6, RW						
		Week 6, W						
		Week 6, RR						
7		Week 7, RW						
		Week 7, W						
		Week 7, RR						
8		Week 8, RW						
		Week 8, W						
		Week 8, RR						

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<u>Task, Purpose and Audience</u>	2	I- Student writing response about what is family	@RL5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience.	1	Reading Workshop - Diane Day 1-2: What is Family: Family Collage and writing about what is family Day 3: Introduce Family Members Day 4-5: Vocabulary (Students make a powerpoint of the word. Students work in small groups to create powerpoint and teach to the class). Read Chapter 1		Penny from Heaven Chapter 1	
					Reading Room Close Reading on topics related to Penny from Heaven 1. Winger 2. Jackie Robinson 3. Penny from Heaven (The song) 4. Polio	Affix words from the close readings	Close Readings on related topics in Penny from Heaven (2)	
<u>Themes and Central Ideas</u>	3	CF - @RL 5.1	@RL 5.2 I can determine why characters act the way they do in a story or drama. RL 5.3 I can compare and contrast the traits of two or more characters in the text and explain how they affect the plot. @L5.4b I can use affixes to determine the meaning of a word.	2	Reading Workshop - Jeanne	Teach 1st affix word transportation	Penny from Heaven Chapter 2,3,4 "The Lucky Bean" "Mrs. Morelli's Brains" "A Man Who Can Fix a Toilet"	
<u>Word Origins and Roots</u>	2							
					Reading Room Continue Close Reading on topics related to Penny from Heaven 1. Winger 2. Jackie Robinson 3. Penny from Heaven (The song) 4. Polio	Affix words from the close readings	Get book talk books and complete calendars	
<u>Themes and Central Ideas</u>	3,4	CF-@RL5.2 Character Response	@RL 5.2 I can determine why characters act the way they do in a story or drama. RL 5.3 I can compare and contrast the traits of two or more characters in the text and explain how they affect the plot. @L5.4b I can use affixes to determine the meaning of a word.	3	Reading Workshop - Sara	Teach 2nd affix word remit	Penny from Heaven Chapter 5, 6, 7- "The Luckiest Fella Ever" "Uncles, Uncles Everywhere" "The Translator"	
<u>Word Origins and Roots</u>	3							
			@SL 5.1c I can respond to questions in the discussion. (Reading Room)		Reading Room Book Talk discussions focused on why characters act the way they do	Prefix, Root, Suffix dissection of words	Book Talk Books	

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<u>Questioning, Inference and Interpretation</u>	2,3	CF-@RL5.1	@RL 5.1 I can draw inferences from the text. @RL 5.1 I can support my inferences by accurately quoting the text. RL 5.3 I can compare and contrast two or more events described in the text and explain how they affect the plot. @L5.4b I can use affixes to determine the meaning of a word.	4	Reading Workshop - Mary (Close Reading)	Teach 3rd affix word photographer	Penny From Heaven Chapters 8, 9, 10 "Nonny's Underwear" "The Slider" "The Water Boy's Treasure"	
<u>Word Origins and Roots</u>	2							
					Reading Room Book Talk discussions focused on finding evidence to support inferences (Prove it Graphic organizer)	Prefix, Root, Suffix dissection of words	Book Talk Books	
<u>Questioning, Inference and Interpretation</u>	3	CF-@RL5.1, @L5.4b	@RL 5.1 I can draw inferences from the text. @RL 5.1 I can support my inferences by accurately quoting the text. @L5.4b I can use affixes to determine the meaning of a word.	5	Reading Workshop - Meg * Administer Common Assessment - End of C2 * Adminster CFA this week also	Teach 4th affix word unsubscribe	Penny From Heaven Chapters 11, 12 "More Peas, Please" "No Poking"	
<u>Word Origins and Roots</u>	2							
					Reading Room Book Talk discussions focused on supporting inferences by accutately quoting the text	How prefix/suffixes changes the part of speech of a word	Book Talk Books	
<u>Themes and Central Ideas</u>	3	CF-@RL5.2	@RL 5.2 I can use the details in a story, drama or poem to determine the theme. @RL 5.2 I can summarize the text. @L5.4b I can use affixes to determine the meaning of a word. RL 5.3 I can compare and contrast two or more settings described in the text and explain how they affect the plot.	6	Reading Workshop - DJ	Teach 5th affix word intermediate	Penny From Heaven Chapters 13, 14, 15 "Better than Angels" "All for the Best" "A Punishment Worse than Death"	
<u>Word Origins and Roots</u>	2							

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					Reading Room Summarizing the text Comparing Themes (if possible)	How prefix/suffixes changes the part of speech of a word		Is this Cycle 3 Week 1
<u>Themes and Central Ideas</u>	3	CF-@RL5.2, @L5.4b	@RL 5.2 I can use the details in a story, drama or poem to determine the theme. @RL 5.2 I can summarize the text. @L5.4b I can use affixes to determine the meaning of a word.	7	Reading Workshop	Review affixes with word games	Penny From Heaven- Chapters 16, 17, 18, 19 "So This is Heaven, "Dumb and Unlucky" "The Last Person on Earth" "The Bomb"	
<u>Word Origins and Roots</u>	2,3							
			@RL 5.4 I can explain the meaning of figurative language, including similes, metaphors, in a grade level text. RL 5.5 I can explain how a series of chapters, scenes or stanzas fit together in a story,drama or poem.		Reading Room Casey at Bat Poetry			
<u>Questioning, Inference and Interpretation</u>	2,3,4	S-@RL5.2, @RL5.1, @L5.4b	@RL 5.2 I can use the details in a story, drama or poem to determine the theme. @RL 5.2 I can summarize the text. @RL 5.2 I can determine why characters act the way they do in a story or drama. @RL 5.1 I can draw inferences from the text. @RL 5.1 I can support my inferences by accurately quoting the text. @L5.4b I can use affixes to determine the meaning of a word.	8	Reading Workshop 1. Finish reading book 2. Review Penny From Heaven Unit Themes. 3. Summative Assessment/Project	Review affixes with word games	Penny From Heaven- Chapters 20, 21, 22 "What's in a Name" "A Lucky Girl" "A Regular Norman Rockwell Family"	
<u>Word Origins and Roots</u>	2,3,4							
<u>Themes and Central Ideas</u>	2,3,4							
<u>Themes and Central Ideas</u>			@RL 5.2 I can describe the theme or central idea of the text using details from the text.		Reading Room Casey at Bat Poetry and Additional Poetry activities			

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<u>Visual/Auditory Media and Information Sources</u>	2,3,4	CF - @5.7 sources	@RI 5.7 I can collect information from multiple sources (print and digital) to find an answer or solution. @RI 5.7 I can determine which resources are best to use to find an answer or solve a problem. W 5.7 I can conduct a short research project that uses several sources to build knowledge on different aspects of a topic. @W 5.8 I can gather information from multiple print and digital sources. @W 5.8 I can produce a list of sources.	9	Reading Workshop Day 1: Introduce what make a source credible - both books and digital sources. Show examples of strong sources and weak sources. Students read sample websites and text with a partner and decide if it is credible (Maybe put some sites on a classroom website and have students visit on ipads and decide if it is credible or not). Teach how to cite a source. Day 2: Teacher models how to take notes using multiple sources (I do). Students select country to research. Day 3: Students begin taking notes on their country. Day 4: Students continue taking notes on their country. All notes should be finished by the end of Friday.			
<u>Visual/Auditory Media and Information Sources</u>			RI 5.5 I can compare and contrast the overall structure (chronological, comparison, cause/effect, problem/solution) of events, ideas or information in two or more grade level texts. @RI 5.7 I can collect information from multiple sources (print and digital) to find an answer or solution. @RI 5.7 I can determine which resources are best to use to find an answer or solve a problem. W 5.7 I can conduct a short research project that uses several sources to build knowledge on different aspects of a topic. "		Reading Room Day 1: Each table selects a country and Day 2: Complete jigsaw activity on taking notes. Day 3: Continue jigsaw activity on taking notes (if groups need additional time). Begin reviewing students' notes (if time permits). Day 4: Teacher meets individually with each student in their group to review their notes. The remaining students will complete a Compass Learning Activity (RI 5.7 and W 5.7)			
<u>Access and Organize Information</u>			RI 5.2 I can describe how key details support the central theme of the text. RI 5.2 I can summarize the text. @W 5.8 I can summarize information in my own words when writing. @RI 5.7 I can collect information from multiple sources (print and digital) to find an answer or solution. @RI 5.7 I can determine which resources are best to use to find an answer or solve a problem. W 5.2a I can write a clear introduction that includes a general observation and focus. W 5.2e I can write a clear conclusion that relates to the information presented. W 5.7 I can conduct a short research project that	10	Reading Workshop Day 1: Model how to use notes to write a strong paragraph/page that summarizes a topic with main ideas and details. Day 2: Students write paragraphs for topics 1 and 2. Day 3: Students write paragraphs for topics 3 and 4. Day 4: Teacher introduces how to write an introduction and conclusion. Students work on this during class time			

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<u>Visual/Auditory Media and Information Sources</u>	2,3,4							
			RI 5.2 I can describe how key details support the central theme of the text. RI 5.2 I can summarize the text. @W 5.8 I can summarize information in my own words when writing.		Reading Room			
<u>Access and Organize Information</u>	2,3,4		RI 5.2 I can describe how key details support the central theme of the text. RI 5.2 I can summarize the text. @W 5.8 I can gather information from multiple print and digital sources. @W 5.8 I can summarize information in my own words when writing. @W 5.8 I can produce a list of sources. @RI 5.7 I can collect information from multiple sources (print and digital) to find an answer or solution. @RI 5.7 I can determine which resources are best to use to find an answer or solve a problem. W 5.7 I can conduct a short research project that uses several sources to build knowledge on different aspects of a topic.	11	Reading Workshop Day 1: Students develop final world report written project. Day 2: Students develop final world report written project. Day 3/4: Finish visuals and prepare for presentation.			
<u>Visual/Auditory Media and Information Sources</u>	2,3,4							
					Reading Room *Benchmarking *Visual Displays			

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<u>Narrative</u>			@W5.3 I can write a narrative in sequence with clear details. (Lead, Timeline, Conclusion) @W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates.	1	Brainstorming Narrative Topics 1. Think about important moment with someone in your family (Connection to Penny From Heaven) 2. Generate ideas 3. Generate ideas	Lucy Calkins, Unit 1, 2 (Personal Narratives)	
<u>Task, Purpose and Audience</u>							
<u>Sentences and Grammar</u>	3						
<u>Narrative</u>		I - Check students timelines	@W 5.3a I can organize a series of events that unfold naturally and logically using a story mountain. @W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates.	2	Choose Seed Story 1. Choose a focused idea 2. Model timeline 3. Create timeline	Lucy Calkins, Unit 1, 2 (Personal Narratives)	
<u>Task, Purpose and Audience</u>							
<u>Sentences and Grammar</u>	3						
<u>Narrative</u>			@W 5.3a I can create an exposition to introduce my narrative. @W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates.	3	Writing Strong Leads 1. Introduce strategies for writing a strong lead 2. Students draft strong leads 3. Students write strong lead.	Lucy Calkins, Unit 1, 2 (Personal Narratives)	
<u>Task, Purpose and Audience</u>							
<u>Sentences and Grammar</u>							
<u>Narrative</u>			W5.3b I can use narrative techniques to develop character responses. W5.3d I can use strong word choice to describe experiences and events. @W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates.	4	Drafting 1. Model how to draft the remainder of narrative using the timeline. 2. Students draft narrative.	Lucy Calkins, Unit 1, 2 (Personal Narratives)	
<u>Task, Purpose and Audience</u>							
<u>Sentences and Grammar</u>							
<u>Narrative</u>			@W5.3e I can write a conclusion that connects to the narrative. W5.3b I can use narrative techniques to develop character responses. W5.3c I can use transitional words, phrases and clauses to organize the sequence of events. W5.3d I can use strong word choice to describe experiences and events. @W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates.	5	Drafting and Conclusion 1. Introduce strategies for drafting a strong ending. 2. Students draft endings. 3. Students finish narrative draft and complete a final ending.	Lucy Calkins, Unit 1, 2 (Personal Narratives)	
<u>Task, Purpose and Audience</u>							

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward **=record in Skyward and grant family access (E Opp provided)	Standards @ = powered	Week	Topics and Objectives	Resources on Hand	Revision Notes
<u>Sentences and Grammar</u>							
<u>Narrative</u>			@W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.3c I can use transitional words, phrases and clauses to organize the sequence of events. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates. @L5.1c I can use verb tense to convey various times, sequences, states and conditions. @L5.3a I can use a variety of sentence structures (expand, combine, reduce sentences) in my writing.	6 Editing	Lucy Calkins, Unit 1, 2 (Personal Narratives)		
<u>Task, Purpose and Audience</u>							
<u>Grammar</u>							
<u>Sentences</u>							
<u>Narrative</u>			@W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates. @L5.1c I can use verb tense to convey various times, sequences, states and conditions. @L5.3a I can use a variety of sentence structures (expand, combine, reduce sentences) in my writing.	7 Edit and Publish 1. Model how to edit and revise writing. 2. Students edit and revise their narrative.	Lucy Calkins, Unit 1, 2 (Personal Narratives)		
<u>Task, Purpose and Audience</u>							
<u>Grammar</u>							
<u>Sentences</u>							
<u>Narrative</u>	3,4		@W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. @W5.3 I can write a narrative in sequence with clear details. (Lead, Timeline, Conclusion) @W 5.3 a I can create an exposition to introduce my narrative. @W5.3e I can write a conclusion that connects to the narrative. W5.5 I can participate in all steps of the writing process (planning, revising, editing, rewriting) with my teacher and classmates. @L5.1c I can use verb tense to convey various times, sequences, states and conditions. @L5.3a I can use a variety of sentence structures (expand, combine, reduce sentences) in my writing.	8 Celebration 1. Finish any publishing or editing 2. Have writing celebration	Lucy Calkins, Unit 1, 2 (Personal Narratives)		
<u>Task, Purpose and Audience</u>	3,4						
<u>Grammar</u>	3,4						
<u>Sentences</u>	3,4						
<u>Narrative</u>	3,4		@W5.4 I can communicate my ideas clearly that are appropriate to task, purpose, and audience. @W5.3 I can write a narrative in sequence with	9 On Demand Narrative 1. Timeline/Draft Strong Lead 2. On Demand Essay/Strong Ending			

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<u>Task, Purpose and Audience</u>	3,4						
<u>Grammar</u>	3,4						
<u>Sentences</u>							
<u>Informative/Explanatory</u>	3,4		W.5.2a I can write a clear introduction. W.5.2a I can group related information when writing an explanatory text. W.5.2a I can include accurate formatting and visual supports when writing an explanatory text. W.5.2b I can use multiple modes of support when writing an informational text. @W.5.2c I can connect ideas in an information/explanatory text using linking phrases and transition words. @W.5.2d I can use specific vocabulary related to the topic in an information/explanatory text. W.5.2e I can write a clear conclusion that relates to the information presented.	10	World Reports 1. Transition Words/Phrases 2. Use transition words/phrases in own writing		
<u>Informative/Explanatory</u>	3,4		W.5.2a I can write a clear introduction. W.5.2a I can group related information when writing an explanatory text. W.5.2a I can include accurate formatting and visual supports when writing an explanatory text. W.5.2b I can use multiple modes of support when writing an informational text. @W.5.2c I can connect ideas in an information/explanatory text using linking phrases and transition words. @W.5.2d I can use specific vocabulary related to the topic in an information/explanatory text. W.5.2e I can write a clear conclusion that relates to the information presented.	11	World Reports 1. Specific vocabulary related to topic 2. Use specific vocabulary in own writing		

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
Questioning, Inference and Interpretation	Levels 2, 3, and 4	CF - RL 5.1	@RL 5.1 I can accurately quote the text when I explain what the text says explicitly. @RL 5.1 I can accurately quote the text when I draw inferences from the text. @L 5.5c I can use my knowledge of synonyms, antonyms and homographs to determine precise words as needed for speaking and writing. @SL 5.1c. I can ask questions during the discussion that contribute to the ideas shared by others. @SL 5.1c. I can respond to questions that contribute to the ideas of the discussion. @SL 5.1d. I draw conclusions about the key ideas expressed in the discussion.	1	Reading Workshop 1. Complete Week 1 Journal Writing 2. Introduce vocabulary words 3. Introduce chapter questions 4. Begin reading and focus on making inferences 5. Review synonyms, homonyms and antonyms	contempt (p.3) sabotage (p.8) intricate (p.14) unruly (p.20) torment (p.24) imperious (p.39) contentedly (p.43) rationed (p.43)	Number the Stars Chapters 1-5	
Word Relationships	Levels 2, 3, and 4							
Collaborative Discussions	Levels 2, 3, and 4				Reading Room Begin Book Talk Books			
Themes and Central Ideas	Levels 2, 3, and 4		@RL 5.2 I can summarize the text and reference the theme in my summary. @L 5.5c I can use my knowledge of synonyms, antonyms and homographs to determine precise words as needed for speaking and writing. @SL 5.1c. I can ask questions during the discussion that contribute to the ideas shared by others. @SL 5.1c. I can respond to questions that contribute to the ideas of the discussion. @SL 5.1d. I draw conclusions about the key ideas expressed in the discussion. RL 5.6 I can describe how a narrator's or speaker's point of view influences how events are described in a grade level text.	2	Reading Workshop **Finish activities from Week 1 1. Complete Week 2 Journal Writing and bravery continuum project (if time permits) 2. Introduce vocabulary words 3. Discuss point of view and complete point of view activities. 4. Complete activities related to synonyms, homonyms and antonyms	tentatively (p.50) distorted (p.55) relocate (p.68) mock (p.71) dismay (p.71) deftly (p.75) mourning (p.77) reluctantly (p.78)	Number the Stars Chapters 6-8	
Word Relationships	Levels 2, 3, and 4				Reading Room			
Collaborative Discussions	Levels 2, 3, and 4							
Evaluate Presented Information	Levels 2, 3, and 4		@RL 5.9 I can compare and contrast texts in the same genre on their approach to similar themes and topics. @L 5.5c I can use my knowledge of synonyms, antonyms and homographs to determine precise words as needed for speaking and writing. @SL 5.1c. I can ask questions during the discussion that contribute to the ideas shared by others. @SL 5.1c. I can respond to	3	Reading Workshop 1. Complete Week 3 Journal Writing 2. Introduce vocabulary words 3. Begin reading and focus on theme and comparing themes 4. Complete activities related to synonyms, homonyms and antonyms	gnarled (p.97) sprawling (p.102) vast (p.103) brusque (p.110) taut (p.112) warily (p.120) concealed (p.124) raided (p.130)	Number the Stars Chapters 9-13	

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
Word Relationships	Levels 2, 3, and 4				Reading Room Identifying excerpts that support themes in BTB 3 days Identify synonymns and antonyms for words in BTB			
Collaborative Discussions	Levels 2, 3, and 4							
Evaluate Presented Information			@SL 5.3 I can explain how a claim made by a speaker is supported by reasons and evidence @RI 5.3 I can explain how two or more people, events, ideas or concepts are connected in a historical, scientific or technical text. @RL 5.9 I can compare and contrast texts in the same genre on their approach to similar themes and topics.	4	Reading Workshop Finish Number the Stars WWII leaders connection project?		Number the Stars 14-17	
Connections					Reading Room Finish book talk Model comparison NTS 4 days			
Point of View			@RI 5.6 I can identify similarities and differences in the point of view represented in two or more accounts of the same event or topic. (Reading Room) RI 5.5 I can compare and contrast the overall structure (chronological, comparison, cause/effect, problem/solution) of events, ideas or information in two or more grade level texts. (Reading Room) @RI 5.6 I can draw conclusions about the author's point of view. (Reading Workshop) RI 5.2 I can describe how key details support the central theme of the text. (Reading Workshop) RI 5.8 I can explain how an author uses reasons and evidence to support particular points in a grade level text. @SL 5.3 I can explain how a claim made by a speaker is supported by reasons and evidence (Reading Workshop)	5	Reading Workshop Close readings of WWII speeches with focus on drawing a conclusion about the author's point of view.			
Themes and Central Ideas					Reading Room Independent comparison of BTB and NTS 2 days			
			All powered standards from weeks above.	6	Reading Workshop Cycle review and common assessment			

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
					Reading Room Perspectives Reading 2 days			

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Spelling	2	CFA - L5.2e Spelling Test	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	1	Complete spelling pretest Students complete spelling activities Complete spelling posttest			
Spelling	2	CFA - L5.2e Spelling Test	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	2	Complete spelling pretest Students complete spelling activities Complete spelling posttest			
Spelling	2	CFA - L5.2e Spelling Test	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	3	Complete spelling pretest Students complete spelling activities Complete spelling posttest			
Spelling	2	CFA - L5.2e Spelling Test	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	4	Complete spelling pretest Students complete spelling activities Complete spelling posttest			
Spelling	2	CFA - L5.2e Spelling Test	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	5	Complete spelling pretest Students complete spelling activities Complete spelling posttest * Introduce RACE			
Spelling	2/3/20	CFA - L5.2e Spelling Test Review student writing for evidence of spelling in their writing.	L 5.2e I can spell 5th grade words correctly, using a reference guide if needed.	6	Complete spelling pretest Students complete spelling activities Complete spelling posttest * Complete RACE activities			

		Monday	Tuesday	Wednesday	Thursday	Friday	Proficiency Scale	Standards
2/17 - 2/21	C5W1							
2/24 - 2/28	C5W2						Point of View Evaluate Presented Information	I can draw conclusions about the author's point of view. [RI 5.6] I can explain how a claim made by a speaker is supported by reasons and evidence [SL 5.3]
3/3 - 3/7	C5W3 ISAT Week	No RW	No RW	No RW	No RW	No RW		
		RR - Perspectives Project (Tech)	RR - Perspectives Project (Tech)		RR - Perspectives Project (Tech)	RR - Perspectives Project (Tech)	Point of View Presentation and Delivery	I can identify similarities and differences in the point of view represented in two or more accounts of the same event or topic. [RI 5.6] I can include multimedia and visuals in my presentations to enhance the main idea or theme. [SL 5.5]

3/10 - 3/14	C5W4	No RW	RW - Engage L1	RW - Engage L2 Formative Assessment of RI 5.3 (UDHR Timeline)	RW - Engage L3 Teaching focus - RI 5.4	RW - Engage L4 Teaching focus - RI 5.4	Academic Vocabulary Connections	<p>I can explain the meaning of academic or domain specific words or phrases in a grade level text. [RI 5.4]</p> <p>I can explain how two or more people, events, ideas or concepts are connected in a historical, scientific or technical text. [RI 5.3]</p>
		RR - Perspectives Project (Share)	RR - Perspectives Project (Share)		RR - Perspectives Project (Essay)	RR - Perspectives Project (Essay)	Point of View Technology	<p>I can identify similarities and differences in the point of view represented in two or more accounts of the same event or topic. [RI 5.6]</p> <p>I can use technology to collaborate with others. [W 5.6]</p>

3/17 - 3/21	C5W5	Spring Field	No School	RW - Engage 5 CFA - RI 5.4	RW - Engage 6 (Field Trip)	RW - Engage 6 (Field Trip)	Academic Vocabulary Connections	I can explain the meaning of academic or domain specific words or phrases in a grade level text. [RI 5.4] I can explain how two or more people, events, ideas or concepts are connected in a historical, scientific or technical text. [RI 5.3]
					RR - Argumentative Writing	RR - Argumentative Writing		
3/24 - 3/28	C5W6	RW - Engage L7	RW - Engage L8/9	No RW - Lincon Musical	RW - Engage L10	RW - Engage L11 Common Assessment - RI 5.3	Academic Vocabulary Connections	I can explain the meaning of academic or domain specific words or phrases in a grade level text. [RI 5.4] I can explain how two or more people, events, ideas or concepts are connected in a historical, scientific or technical text. [RI 5.3]
		RR - Argumentative Writing	RR - Argumentative Writing		RR - Argumentative Writing	RR - Argumentative Writing		

[illegible]

5/12 - 5/17	C6W6	Los Duraznos (214-233)	Los Duraznos (214-233)	Las Uvas (234-253) Finish Book	Part 2: Assessment	Part 3: Assessment			
5/19 - 5/23	C6W7	Reader's Theatre (choose from 5 Chapters for 2nd paragraph)	Reader's Theatre	Reader's Theatre	Reader's Theatre	Reader's Theatre			