		CONTENT	SAINT JOSEPH E	LEMENTARY SCHOOL CATHOLIC IDENTITY			English Language Arts Star	dards		
Month	Content	Essential Questions	Books & Materials	Essential Questions	Reading Literature		xt Reading Foundational	Writing	Speaking and Listening	Language
SEPTEMBER Word Study	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	*How can using Greek and Latin roots and stems help build understanding of unknown words? *How can building vocabulary assist in developing strong writing? *How can knowing spelling patterns enable encoding of derived words?	Weeks 1-2); Latin and Greek Roots Challenge (weeks 1-2); Words Their Way Derivational and Syllable Juncture		RL5.1,RL5.2,RL5.3, RL5.4; RL5.10	RI5.1; RI 5.2, RI5.7	RF.5.3 (A); RF.5.4	W5.1(A.B.D), W5.2(A,B.C,D,E), W5.3.(A,B.C,E)	SL5.1 (A-D);SL5.4; SL5.6	L.5.1.A; L.5.2(A,B,C,D) L.5.3; L.5.4
Literacy/Reading	Establishing reading goals, determining just right books for home reading, attending to details and ability to cite/quote areas of text to support thinking, actively summarize (RL5.1) * Review strategies to monitor comprehension: activate schema and prior knowledge, make connections, reread, adjust reading rate, visualize, question (ongoing throughout year) (RL5.4) *Review literary elements including plot, setting, problem! solution with a focus on characterization. *Quote accurately from text when explaining explicitly and inferring Readers explain what the text says and make inferences by quoting accurately from the text. *Determine a theme of a story, including how characters in a story resond to challenges Readers summarize the text by determining the theme from the key details in a text.(RL5.2) *Verbally summarize a text. *Compare and contrast how two or more characters interact and the intent of the author Readers use specific details fromthe text to compare and contrast characters, setting, or events. (RL5.3) *Prepare for group discussions and participate in group dialogue with evidence from the text.	*How can each person prepare for literature discussion in order to participate fully? *How does writing about reading and creating a notebook help understand the text and members of a book discussion? *How does the author develop characters both directl and indirectly so that the reader can understand motives and relate to the character? How can I develop theroies about the main characters, as well as the minor characters, weondering how they influence the main character? *What is theme and how do you determine thieme of		*Faith is a gift, freely given by God and freely received (5.01.04) *What does it mean to give or receive a gift freely? *What does the gift of faith mean to me?						
Writing / Grammar/ Usage	*Write an opinion and informative / explanatory paragraph with reasons, and information from the text to support answer. *Introduce a topic or text clearly, state an opinion or provide an answer and create an organizational structure with logically grouped ideas to support point. Grammar and Usage: capitalization, comma usage, apostrophe, punctuation of direct and indirect quotations and dialogue	d * How can you support your opinion and answer with direct and indirect quotes from text? *How can I organize my ideas in a paragraph?	English, Grade 5 Houghton Mifflin; John Collins; Writer's Workshop, Lucy Calkins	How can I share my faith with others through writing? How can we remain positive in our daily lives? In what ways does God help us during our times of trouble?						
OCTOBER Word Study	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	*How can using Greek and Latin roots and stems help build understanding of unknown words? *How can building vocabulary assist in developing strong writing? *How can knowing spelling patterns enable encoding of derived words?	Weeks 3-5) Latin and Greek Roots Challenge (weeks 3-4), Words Their Way Derivational and Syllable Juncture	,	RL.5.1,RL.5.2,RL5.3, RL5.10	RI5.1; RI 5.2, RI5.7	RF.5.3; RF.5.4	W5.1; W5.2; W5.3; W5.4; W5.6; W5.9 (A), W5.8,	SL5.1 (A-D); SL5.4; SL5.6	L.5.1.L5.2;L5.3;L L5.4; 5)
Literacy/Reading	*Genre: Realistic Fiction - Focus on theme and conflict *Poetry: William Blake "Tyger Tyger" and "The Lamb". *Read poetry orally with accuracy, appropriate rate, and expression on successive readings. *Explain how a series of chapters or stanzas fit together to provide overall structure and meaning of text. *Determine the meaning of words and phrases as they are used in a text, including figurative language. *Quote accurately from text when explaining explicitly and inferring Readers explain what the text says and make inferences by quoting accurately from the text. *Determine a theme of a story, including how characters in a story resond to challenges Readers summarize the text by determining the theme from the key details in a text. *Verbally summarize a text. *Compare and contrast how two or more characters.	themes to connect the reader to the characters and life "How does the author create mood through word choice and subject? "How does the author use metaphors and similies to express ideas and create vivid imagery?	Tiger Rising, Kate DiCamillio and selected short stories, literature journals	*Describe circumstances in which I might need a sacrament of healing. *How do I feel before / after I am forgiven or after I recover from an illness? *How can I examine my conscience using the Ten Commandments, the Beatitudes, and the Works of Mercy?						

CONTENT			CATHOLIC IDENTITY	English Language Arts Standards						
Month	Content	Essential Questions	Books & Materials	Essential Questions	Reading Literature	Reading Informational Text	Reading Foundational	Writing	Speaking and Listening	Language
/riting / Grammar/	*Write informative / explanatory essay to describe	*How does planning before writing improve the	English, Grade 5 Houghton Mifflin; John	How can imagery in poetry and						
sage	project process and reflection. *Write answers with	organization of thoughts?	Collins ; Writer's Workshop, Lucy	writing draw on symbols from my						
	text based evidence and citation.	*How can varying sentence length and combining	Calkins	faith?						
	*Write poetry to create mood.	sentences strengthen writing?								
	**Write a narrative paragraph with a strong lead,	*How can the use of figurative language improve								
	supporting sentences, and a conclusion.	writing and the image produced in the reader's mind?								
		*How can emulating mentor improve and extend								
	Grammar: Prepositions, sentence type, subject and	writing?								
	predicate, compound subject and predicate,	**How does selecting a small moment and writing								
	subordinating conjunctions in creating complex	with descriptive active voice help create a story the								
	sentences, independent and dependent clauses	reader can picture clearly, as the author intended?								
		*How can identifying and using prepositions								
		strengthen writing, and assist in identifying subjects								
		and predicates? How does use of subordinating								

		CONTENT		CATHOLIC IDENTITY		En	glish Language Arts Stand	ards		
Month	Content	Essential Questions	Books & Materials	Essential Questions	Reading Literature	Reading Informational Text		Writing	Speaking and Listening	Language
NOVEMBER		•				2.2 4.		_		
Word Study	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	*How can using Greek and Latin roots and stems help build understanding of unknown words? *How can building vocabulary assist in developing strong writing? *How can knowing spelling patterns enable encoding of derived words?	Weeks 6-8) Latin and Greek Roots Challenge (weeks 5+ Review), Words Their Way Derivational and Syllable Juncture		RL.5.1,RL.5.2,RL.5.3,RL 5.4, RL.5.5, RL.5.6 RL.5.10	RI5.1; RI5.2; RI 5.4; RI5.5; RI 5.7	On-going RF.5.3; RF.5.4;	W5.2 (A-E), W5.6,W5.7;W5.8,W5.9	SL5.1 (A-D); SL5.4; SL5.6	L5.1-5.4; L5.6
Literacy / Reading	Genre: High Interest Informational and Literacy Non Fiction *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		Selected texts, literature journals, informational text selections	How can you turn to God when faced with challenges?						
	*Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text *Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or	*How can I compare the overall structure of two or more texts? *How can I understand what I read, aware not just of the content but also of hte structure and of reasons why that structure is a good one for the carrying out o content?	1							
Writing / Grammar/ Usage	*Write informative / explanatory texts to examine a topic and convey ideas and information clearly. *Conduct a short reearch project that uses several sources to build knowledge through investigation of different aspects of a topic. *Recall redvant inforamation from print and digital sources; summarize or paraphrase inforamation in notes and finished work, and provide a list of sources Organize and elaborate on details in writing. *Summarize non fiction text and fiction text. *Vary sentence structure with the use of subordinating conjunctions.	*How can revision by adding, removing, moving, and changing drafts improve writing?	Collins ; Writer's Workshop, Lucy Calkins							
DECEMBER	,	<u>'</u>								
Word Study	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	strong writing? *How can knowing spelling patterns enable encoding of derived words?	Weeks 9-10) Latin and Greek Roots Challenge (weeks 6-7), Words Their Way Derivational and Syllable Juncture		RL5.1; RL5.2;RL5.3, RL5.4;RL5.5RL5.6, RL 5.7 RL5.9; RL5.10		RF.5.3; RF.5.4 - Continued review with other foundational skills	WS.1; WS.2 (A-E), WS.6,WS.8,WS.9	SL5.1 (A-D); SL5.4; SL5.6	L.5.2.E
Literacy/Reading	Genre Fantasy Fiction / Hybrid: Truck Everlasting *Focus on use of inference, foreshadow, theme, characterization and motives. *Determine and compare motives of characters. *Continued interpretation of text, identifying multipl themes *Analyze author's craft for symbolism, flashback, figurative language	How can use of schema, prior knowledge, and connections assist with understanding inferences? "How do differing motives of characters impact the plot and establish theme?	Seven Ages of Man* from As You Like It, William Shakespeare	conditions for sin and its consequence? (5.03.06) "How does God intend us to live our lives through our personal behaviors with a sense of respect for self and others?(5.03.02)				_		
Writing / Grammar/ Usage	another character- blending opinion pieces ,	*How can planning and organizing ideas prior to writing strengthen sentences? to *What transitions are most appropriate for compare / contrast writing? *How can identifying verb tense and usage assist in revision to strengthen writing?	English, Grade 5 Houghton Mifflin; John Collins; Writer's Workshop, Lucy Calkins							LS.1-5.4

		CONTENT		CATHOLIC IDENTITY]	English Language Arts Stand	ards		1
Month	Content	Essential Questions	Books & Materials	Essential Questions	Reading Literature		t Reading Foundational	Writing	Speaking and Listening	Lan
JANUARY				-				_		
	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	*How can using Greek and Latin roots and stems help build understanding of unknown words?	Wordly Wise, Kenneth Hodkinson (Weeks 11-12) Latin and Greek Roots Challenge (weeks 8-10), Words Their		RL5.1; RL5.2;RL5.3, RL5.4,RL5.5RL5.6, RL 5.	RI5.1; RI5.3; RI 5.5; RI .10 5.6;RI5.7;RI5.8;RI 5.9	RF.5.3; RF.5.4 and continued review of foundational skills	W5.1; W5.2 , W5.6,W5.8,W5.9	SL5.1 (A-D); SL5.4; SL5.6	L.5.2.E
		*How can building vocabulary assist in developing strong writing?	Way Derivational and Syllable Juncture				Toundational Skins			
		*How can knowing spelling patterns enable encoding of derived words?								
		of derived words:								
iteracy/Reading	Genre: Fantasy- Focus on theme, plot and character motives	*What is the difference between plot and theme?	Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien	How can I become more complex						
	motives	*What can characters teach us? *What do characters teach each other?	Robert C. O Brien	in my thinking because I read? How can I become more aware						
		* What do stories teach us about life issues?		and help others to become more						
				aware too? How can I go through life, seeing more in the texts that I						
Writing / Grammar/ Usage	Expressing and Influencing: Write opinion pieces on topics, supporting a point of view with reasons and	How can you select word choice that fits your audience and tone? How do you create a strong	English, Grade 5 Houghton Mifflin; John Collins; Writer's Workshop, Lucy							L5.1-5.4
sage	information. Draw eveidence from literary or	opening statement and lead the reader to agree with								
	informational texts to support analysis, reflection, and research.	your argument? How do you create a strong argument with evidence?	t							
	Grammar: Verb Usage (Continued)									
	Pronouns:Subject, Object, Use of I and me; use correlating conjunctions, use appropriate transitions									
EBRUARY	Chowavar although novorthaloss similarly									
Word Study	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	*How can using Greek and Latin roots and stems help build understanding of unknown words?	Wordly Wise, Kenneth Hodkinson (Weeks 13-15) Latin and Greek Roots		RL5.1; RL5.2;RL5.3, RL5.4,RL5.5RL5.6, RL 5	RI5.1; RI5.3; RI 5.5; RI .10 5.6;RI5.7;RI5.8;RI 5.9	RF.5.3; RF.5.4- Continued review with other	W5.1; W5.2 , W5.6,W5.8,W5.9	SL5.1 (A-D); SL5.4; SL5.6	L5.1-5.4
		*How can building vocabulary assist in developing	Challenge (weeks Review +11-12), Words Their Way Derivational and				foundational skills			
		strong writing?	Syllable Juncture							
		*How can knowing spelling patterns enable encoding of derived words?								
iteracy/Reading	Continue with fantasy genre. Read and research	What information is important to support an	Mrs. Frisby and the Rats of NIMH by	How can events in my faith life						
, ,	topics for opinion and argument essay	argument? What information supports the counter-	Robert C. O'Brien; selected articles	shape the ideas I carry forth and						
	Fantasy: Mrs. Frisby and the Rats of NIMH - focus	claim?	provided by teacher	share with others? How can I						
	on theme, characterization. Ties to Evidence Argument Essay and STREAM - Engineering a Story			relate and understand better the view of others by understanding						
	Argument Essay and STREAM - Engineering a Story			my faith life?						
Writing / Grammar/	Grammar: Pronouns(continued): Contractions,	How do you support your argument points with strong	Finglish Grade 5 Houghton Mifflin: John	When faced with many differing						
Jsage	Writing with pronouns (over and under use) double	evidence and examples? How do you select evidence		views and opinions on topics, how						
		to include? How do you write a strong conclusion that	t Calkins	can my faith lead me to the path						
	essay with evidence	supports your argument?		which best fulfills Jesus' mission?						
	Research- Based Argument Based Essay- Readers explain what the text says and makes inferences by									
	quoting accurately from the text, look for									
	relationships or interactions between two or more									
	individuals, events, ideas, or concepts in historical, scientific, or technical based text.									

Content	CONTENT Essential Questions	Books & Materials	CATHOLIC IDENTITY Essential Questions	Reading Literature			ards Writing	Sneaking and Listoning	Language
Content	Essentat Questions	DOOKS & Materials	Essential Questions	Reading Literature	neading injormational Text	Redaing Foundational	wrung	speaking and Listening	Lunguage
Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	build understanding of unknown words? *How can building vocabulary assist in developing	Weeks 16-17) Latin and Greek Roots Challenge (weeks 13-15), Words Their	each day? In what ways does God help to guide us on the correct path?How should I take care of		5; RI5.1;RI5.2;RI5.3;RI5.5;RI 5.5;RI5.6;RI5.7; RI5.9	RF.5.3; RF.5.4	W5.1;W5.2;W5.3W5.9 (A), W5.8	SL.5.1	L5.1-L5.6
	strong writing? *How can knowing spelling patterns enable encoding of derived words?		myself and others?						
Genre: Historical Fiction, Rook Clubs	*How does understanding the historical context of a	Selected Historical Fiction tayts and							
*Focus on use of inference, foreshadow, theme, characterization and motives. * Determine and compare motives of characters.	novel improve comprehension and analysis of character motives? * How does war effect and change the lives of people d involved?	Informational texts							
	changes?								
experiences or events using effective technique, descriptive details , and clear event sequences.	How can word choice improve and bring writing to life for the reader? How can variation in sentences	Collins ; Writer's Workshop, Lucy							L5.1-5.6
Greek and Latin Poots and Vocabulary Building	*How can using Grack and Latin roots and stams half	Wordly Wise Venneth Hedkinson (DI 5 1 DI 5 10	DIS 1 :DIS 2 through DIS 0	Ongoing Pavious of all	W5 1(A D C D)	Ongoing Pavious of all	L.5.2.E
Review common Spelling Patterns	*How can building vocabulary assist in developing strong writing?	Challenge (weeks 16-17), Words Their Way Derivational and Syllable Junctur				RF5.3(A), RF5.4	W5.6; W5.7; W5.8, W5.9	SL5.1 (A-D)	
Continue with historical fiction genre. **Focus on use of inference, foreshadow, theme, characterization and motives. *Determine and compare motives of characters. Identify two sided problems and how the internal and external problems connect and move the story forward.	novel improve comprehension and analysis of character motives? * How does war effect and change the lives of people d involved?	Informational texts	~						
*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Write narrative accounts of historical events found in novel. *Examine use of voice to develop personality in narrative writing. *Adverbial phrases / Revising to improve writing	How can word choice improve and bring writing to life for the reader? How can variation in sentences	Collins ; Writer's Workshop, Lucy Calkins	which you have little control, how can you turn to God? How can God help us in times not in our control?						L5.1-5.6
	Genre: Historical Fiction-Book Clubs *Focus on use of inference, foreshadow, theme, characterization and motives. *Determine and compare motives of characters. Identify two sided problems and how the internal an external problems connect and move the story forward. *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Write narrative accounts of historical events found in novel. *Examine use of voice to develop personality in narrative writing. *Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns Continue with historical fiction genre. **Focus on use of inference, foreshadow, theme, characterization and motives. Determine and compare motives of characters. Identify two sided problems and how the internal an external problems connect and move the story forward. *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Write narrative accounts of historical events found in novel. *Examine use of voice to develop personality in narrative writing.	Greek and Latin Rosts and Vocabulary Building / Review common Spelling Patterns Genre: Historical Fiction- Book Clubs *Focus on use of inference, foreshadow, theme, characterization and motives.* Determine and compare motives of characters. Identify two sided problems and how the internal and external problems connect and move the story forward. *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Write narrative accounts of historical events found in novel. *Examine use of voice to develop personality in narrative writing. *A. Audukil abstrace: C Pasticine to imagenee with a character and prove writing? Creek and Latin Roots and Vocabulary Building / Review common Spelling Patterns *How can using Greek and Latin roots and stems help build understanding the historical context of a nove improve comprehension and analysis of character motives? *How does understanding the historical context of a novel improve comprehension and analysis of character motive. *Which events are key to understanding a character? How can wariation in sentences figurative language improve writing? *How can building vocabulary sassist in developing strong writing? *How does understanding the historical context of a novel. Which events are key to understanding a character? How can building vocabulary assist in developing strong writing? *How can building vocabulary assist in developing strong writing? *How can building vocabulary assist in developing strong writing? *How can building vocabulary assist in developing strong writing? *How can building vocabulary assist in developing and character motive? *How can building vocabulary assist in developing strong writing? *How can building vocabulary assist in developing and character motive? *How can build understanding of unknown words?	Greek and Latin Roots and Vexabulary Building / Review common Spelling Patterns	Greek and Latin Roots and Vocabulary Building / Review common Spelling Patterns	Container with historical faction generated and move the surror street and problems on so develope protonally in imparity of science of partners of the protonal and move the surror partners of the protonal and move the surror partners of the protonal and surror with protonal and spitable partners and determined and several partners and the protonal and spitable partners and determined and spitable partners and spitable partners and determined and spit	Concer and Lamb force and Lambors and and backgrowth behaviors. When a marriary an obsolution produces are controlled printers and control and produces and control and produces and controlled produces and produce	Comman Verdenity Products Contrast Latin Rose was Verdenity Products Contrast Contrast Verdenity Products Contrast Contrast Verdenity Products Contrast Contrast Verdenity Products The contrast Contrast Verdenity Products The contrast Contrast Verdenity Contrast Contrast Verdenity Products The contrast Contrast Verdenity Products The contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products The contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast on the contrast Contrast Verdenity Products White persons was contrast filterated correct and not the contrast	Comment (according to company) in the containing for the containing fo	Control Contro

		CONTENT		CATHOLIC IDENTITY	English Language Arts Standards						
Month	Content	Essential Questions	Books & Materials	Essential Questions	Reading Literature	Reading Informational Tex	t Reading Foundational	Writing	Speaking and Listening	Language	
IAY/JUNE							••				
ord Study	Greek and Latin Roots and Vocabulary Building /	*How can using Greek and Latin roots and stems help	Wordly Wise, Kenneth Hodkinson (RL5.1-RL5.4; RL5.6;	RI5.10;RI5.5;RI5.9	Continued review of all	W5.3,W5.5,W5.6	SL5.1;SL5.3,SL5.6	L5.1-L5.3	
*	Review common Spelling Patterns	build understanding of unknown words?	REVIEW YEAR) Latin and Greek Roots		RL5.10		standards				
			Challenge (weeks 20-22), Words Their								
		*How can building vocabulary assist in developing	Way Derivational and Syllable Juncture								
		strong writing?									
		*How can knowing spelling patterns enable encoding									
		of derived words?									
eracy/Reading	Poet Study / Short Story Study- Students read vario	us How can I identify similarities in theme, style and	Selected texts including picture books.	How can events in my faith life						-	
	poems / short stories by selected authors.	mood by examining more than one work by the same		shape the ideas I carry forth and							
	· ·	author?		share with others? How can I							
		How do poets use form as well as figurative language		relate and understand better the							
		and other poetic devices to express images?		view of others by understanding							
	****		0.1	my faith life?							
riting / Grammar/ sage	Write poetry and short stories in the style of known authors. Write original poetry to express ideas	How can I use known authors as models for my own writing? How can I write and share my own ideas	organizers organizers								
sage	authors. Write original poetry to express ideas	through poetry and short stories?	organizers								
		How can my voice show through in my writing of									
		poetry and short stories?									
		poetry and short stories:									
				1							
				1							
				1							
				1	I						