

Grade: 5

Subject: ELA

Unit: 1 (RC)

Essential Question # 1

What is sequence?

		CT LEVEL
Objective/Skill #1	SWBAT recognize that sequence is the order in which things happen	K, C, AP, AN
Objective/Skill #2	SWBAT identify chronological order of events using clue words	C, AN, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a sequence map of main story events using clue words
- SW answer a multiple choice question relating to sequence

Grade: 5

Subject: ELA

Unit: 1 (RC)

Essential Question # 2

What is character?

		CT LEVEL
Objective/Skill #1	SWBT recognize that both people and animals can be characters in fiction	K
Objective/Skill #2	SWBT analyze characters by noting their words and actions as well as how other characters treat them and what they say about them	K, C, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write about characters from the story
- SW complete a graphic organizer to analyze characters

Grade: 5

Subject: ELA

Unit: 1(RC)

Essential Question # 3

What is generalizing?

		CT LEVEL
Objective/Skill #1	SWBT recognize that a generalization is a statement about several things or people and that it can often be identified by clue words	K,C
Objective/Skill #2	SWBT understand how to evaluate a generalization as valid or faulty	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Make generalizations about people or things in the classroom
- Evaluate generalizations as valid or faulty

Grade: 5

Subject: ELA

Unit: 1 (RC)

Essential Question # 4

What is a cause and an effect relationship?

		CT LEVEL
Objective/Skill #1	SWBT recognize cause and effect relationship in literature texts, even when no clue words are stated	K,C, AN
Objective/Skill #2	SWBT keep track of multiple effects of a single cause or multiple causes for a single effect	K,C, AP. AN. E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Identify cause and effect relationships in a given text
- Read an article and identify the events that are described and tell why each event happened

Grade: 5

Subject: ELA

Unit: 1 (RC)

Essential Question # 5

What is the author's purpose?

		CT LEVEL
Objective/Skill #1	SWBT recognize that an author's purpose is the reason an author has for writing, such as to inform, persuade, express or entertain	K,C
Objective/Skill #2	SWBT identify an author's purpose that is not stated in the text	K,C, AP. AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read a story and identify the author's purpose for writing it
- Give examples of when authors write to inform, persuade, express or entertain

Grade: 5

Subject: ELA

Unit: 1 (V)

Essential Question # 6

What are homophones?

		CT LEVEL
Objective/Skill #1	SWBT use context clues to determine the meanings of homophones	K,C, AP, AN
Objective/Skill #2	SWBT use new vocabulary words in a conversation about an historical figure	K,C, AP. AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Write sentences using homophone pairs
- Select the correct homophone to complete given sentences

Grade: 5

Subject: ELA

Unit: 1 (WS)

Essential Question # 7

What are

- r-controlled vowels
- vowel digraphs
- diphthongs
- common word patterns
- complex spelling patterns ?

		CT LEVEL
Objective/Skill #1	SWBT use letter sounds correspondences to decode words with r-controlled vowels i.e. ar in hard	K,C, AP
Objective/Skill #2	SWBT identify and decode words with vowels digraphs ee, ai, and ao	K,C, AP
Objective/Skill #3	SWBT identify and decode words with diphthongs ow and ou	K,C, AP
Objective/Skill #4	SWBT identify and decode words with the CVCe pattern as in bases and the VCCV patterns as in numbers	K,C, AP
Objective/Skill #5	SBWT decode words with complex spelling patterns such as thought and enough	K,C, AP

Activities that you may opt to use with objectives/skills being taught above

- Correctly spell a list of words with r-controlled vowels
- Write sentences using words with the digraphs ee, ai, and ao
- Edit a paragraph
- Match spelling patterns
- Sort words according to patterns
- Match words with definitions

Grade: 5

Subject: ELA

Unit: 1 (G)

Essential Question # 8

What are complete sentences?

		CT LEVEL
Objective/Skill #1	SWBT recognize complete sentences	K,C, AP, AN
Objective/Skill #2	SWBT form complete sentences from sentence fragments	K,C, AP, AN, SYN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Distinguish between sentences and sentence fragments
- Write complete sentences

Grade: 5

Subject: ELA

Unit: 1 (G)

Essential Question # 9

What are subjects and predicates?

Objective/Skill #1	SWBT identify simple and complete subjects and predicates	CT LEVEL K, C, AP, AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Identify simple subject and simple predicate in sentences
- Underline complete subject once and complete predicate twice in given sentences

Grade: 5

Subject: ELA

Unit: 1 (G)

Essential Question # 11

What are compound and complex sentences?

		CT LEVEL
Objective/Skill #1	SWBT recognize the structure of compound and complex sentences	K,C, AP, AN
Objective/Skill #2	SWBT combine simple sentences to form compound and complex sentences	K,C, AP, AN, SYN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Identify compound and complex sentences
- Write compound and complex sentences

Grade: 5

Subject: ELA

Unit: 1 (G and LS)

Essential Question # 12

What are sentence fragments and run-ons?

		CT LEVEL
Objective/Skill #1	SWBT recognize sentences fragments, run-on sentences, and ways to correct these problems	K,C, AP, AN, E, S
Objective/Skill #2	SWBT correct sentence fragments and run-on sentences	K,C, AP, AN, E, S
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Distinguish sentences fragments, complete sentences and run-on sentences
- Edit and correct fragments and run-on sentences

*Grade: 5

Subject: ELA

Unit: 1 (G and LS)

Essential Question # 13

What is point of view?

		CT LEVEL
Objective/Skill #1	SWBT identify the point of view of a story	K,C, AP, AN, E
Objective/Skill #2	SWBT understand how point of view affects the way a story is told	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read selections written from differing points of view
- Write a story from the point of view of an inanimate object

Grade: 5

Subject: ELA

Unit: 1 (G and LS)

Essential Question # 14

What is mood?

		CT LEVEL
Objective/Skill #1	SWBT understand the meaning of mood in a story	K,C, AP, AN, E
Objective/Skill #2	SWBT identify and explain the effects of elements that determine mood in children's texts	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Discuss ways authors create mood
- Find passages that show various moods

Grade: 5

Subject: ELA

Unit: 1 (G and LS)

Essential Question # 15

What is a biography?

		CT LEVEL
Objective/Skill #1	SWBT understand that a biography is a story about a real person written by another person	K,C
Objective/Skill #2	SWBT recognize different methods biographers use to convey information	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read biographies
- Present brief presentations on biographies

Grade: 5

Subject: ELA

Unit: 1 (G and LS)

Essential Question # 16

What is an autobiography?

		CT LEVEL
Objective/Skill #1	SWBT understand that an autobiography is a story of a real person's life written by that w2 person	K,C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read autobiographies
- Identify what life events would be included in your autobiography

Grade: 5

Subject: ELA

Unit: 1 (R and SS)

Essential Question # 17

What is a dictionary/glossary?

		CT LEVEL
Objective/Skill #1	SWBT use a dictionary or software to locate and clarify word meanings	K,C, AP
Objective/Skill #2	SWBT use guide words and the parts of an entry: syllabication, pronunciation, definitions, parts-of-speech labels, illustrative phrases or sentences, etymologies, and derivations	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Use the glossary in content area books
- Use a dictionary to find guide words and parts of an entry

Grade: 5

Subject: ELA

Unit: 1 (R and SS)

Essential Question # 18

What is a poster/announcement?

Objective/Skill #1	SWBT interpret a poster/ announcement	CT LEVEL K,C, AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Discuss what makes a poster effective
- Create a poster to publicize a school event

Grade: 5

Subject: ELA

Unit: 1 (OL)

Essential Question # 19

What is a card catalog/ library database?

		CT LEVEL
Objective/Skill #1	SWBT use a computer database to locate information	K,C, AP
Objective/Skill #2	SWBT decide when to search by subject, author and title	K,C, AP, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Select a topic and use a computer to see what information is available
- Search for books of a favorite author

Grade: 5

Subject: ELA

Unit: 3 (RC)

Essential Question # 1

How can characters be learned about through literature?

		CT LEVEL
Objective/Skill #1	SWBT analyze characters' thoughts, words, and actions and how other characters act toward them	K, C, AP, AN
Objective/Skill #2	SWBT use character traits to understand characters' motives and predict how they change	C, AN, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW use a graphic organizer to analyze characters' thoughts words and actions
- SW answer a multiple choice question relating to characters

Grade: 5

Subject: ELA

Unit: 3 (RC)

Essential Question # 2

What are graphic sources?

		CT LEVEL
Objective/Skill #1	SWBT use visual cues to construct meaning from graphics to better understand an idea presented in a text	K, C, AP, AN
Objective/Skill #2	SWBT compare graphic sources to written text	C, AN, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW use a time zone map to answer questions
- SW use text and map to follow the events of a story

Grade: 5

Subject: ELA

Unit: 3 (RC)

Essential Question # 3
What is plot?

		CT LEVEL
Objective/Skill #1	SWBT identify the four parts of a story plot: conflict, rising action, climax and outcome	K, C, AP, AN
Objective/Skill #2	SWBT understand and describe the development of plot and how conflicts are resolved in a story	C, AN, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a short story and complete a plot map
- SW read a plot summary and answer questions based upon it

Grade: 5

Subject: ELA

Unit: 3 (RC)

Essential Question # 4

How does text structure impact reading?

		CT LEVEL
Objective/Skill #1	SWBT understand the distinguishing features of fiction and nonfiction texts	K, C, AP, AN
Objective/Skill #2	SWBT choose a variety of strategies to monitor reading based on the way a text is structured	C, AN, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a piece of literature and determine its text structure
- SW explain how their reading differs when reading fiction and/or nonfiction

Grade: 5

Subject: ELA

Unit: 3 (RC)

Essential Question # 5

What is summarizing?

		CT LEVEL
Objective/Skill #1	SWBT summarize an article or story by telling just the main ideas	K, C, AP, AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a story and complete a table summarizing the main ideas

Grade: 5

Subject: ELA

Unit: 3 (RC/V)

Essential Question # 6

How can context clues be used to understand unfamiliar words?

Objective/Skill #1	SWBT use descriptions, explanations or definitions as context clues to determine the meaning of unfamiliar and increase vocabulary	CT LEVEL K, C, AP, AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW explain how they figured out the meaning of unfamiliar words in text

Grade: 5

Subject: ELA

Unit: 3 (WS/P)

Essential Question # 7

How are regular and irregular plurals formed?

		CT LEVEL
Objective/Skill #1	SWBT decode and form plurals with and without spelling changes	K, C, AP, AN
Objective/Skill #2	SWBT decode irregular plural nouns	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a worksheet

Grade: 5

Subject: ELA

Unit: 3 (WS/P)

Essential Question # 8

What is a contraction?

		CT LEVEL
Objective/Skill #1	SWBT identify and decode contractions	K, C, AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a worksheet

Grade: 5

Subject: ELA

Unit: 3 (WS/P)

Essential Question # 9

How are possessives formed?

		CT LEVEL
Objective/Skill #1	SWBT identify and decode possessive nouns	K, C, AP
Objective/Skill #2	SWBT identify and decode possessives formed with irregular plurals	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write ten sentences using a possessive correctly in each
- SW locate possessives in text

Grade: 5

Subject: ELA

Unit: 3 (W/G)

Essential Question # 10

How are verbs used to show action and link sentences?

		CT LEVEL
Objective/Skill #1	SWBT understand action verbs and linking verbs	K, C, AP
Objective/Skill #2	SWBT understand subject-verb agreement	K, C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write sentences with action verbs and linking verbs
- SW write sentences in which subject and verb agree

Grade: 5

Subject: ELA

Unit: 3 (W/G)

Essential Question # 11

How are verbs used to show present, past and future?

Objective/Skill #1	SWBT understand correct usage and spelling of present, past and future tense verbs	CT LEVEL K, C, AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- **SW write sentences to show what is happening now, in the past, or in the future**

Grade: 5

Essential Question # 12

Subject: ELA

What is a biography?

Unit: 3 (W/G/LS)

		CT LEVEL
Objective/Skill #1	SWBT identify the major characteristics of a biography	K, C, AP
Objective/Skill #2	SWBT distinguish between a biography and an autobiography	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a text and explain in their journals the characteristics of the biography
- SW read one biography and one auto biography and tell how they are different

Grade: 5

Subject: ELA

Unit: 3 (W/G/LS)

Essential Question # 13

What is expository nonfiction?

		CT LEVEL
Objective/Skill #1	SWBT identify the distinguishing features of informational text	K, C, AP
Objective/Skill #2	SWBT analyze the exposition in expository fiction	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a chart to tell what is being explain in the text
- SW share with a partner what the text is about

Grade: 5

Subject: ELA

Unit: 3 (W/R/SS)

Essential Question # 14

What are atlas and maps?

		CT LEVEL
Objective/Skill #1	SWBT use a map to locate information	K, C, AP
Objective/Skill #2	SWBT interpret and use maps to address research questions	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW locate information on a map
- SW use maps to complete their benchmark project

Grade: 5

Essential Question # 15

Subject: ELA

What is outlining?

Unit: 3 (W/R/SS)

		CT LEVEL
Objective/Skill #1	SWBT summarize and organize information by outlining	K, C, AP
Objective/Skill #2	SWBT outline a nonfiction selection using main topics, subtopics, and details	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete an outline that has been started for them
- SW use an outline to summarize a chapter in their textbook

Grade: 5

Subject: ELA

Unit: 3 (W/R/SS)

Essential Question # 16

How are magazines, periodicals and almanacs used?

		CT LEVEL
Objective/Skill #1	SWBT use the <i>Readers' Guide to Periodical Literature</i> to locate a magazine article	K, C, AP
Objective/Skill #2	SWBT locate information in an almanac	K, C, AP, AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW locate a magazine article
- SW locate information in an almanac for use in their benchmarks

Grade: 5

Subject: ELA

Unit: 4(RC)

Essential Question # 1

What does it mean to compare and contrast?

		CT LEVEL
Objective/Skill #1	SWBT recognize the use of comparison and contrast in a text	K,C
Objective/Skill #2	SWBT use clue words such as <i>like</i> and <i>as</i> that show comparisons and words such as <i>different</i> and <i>unlike</i> that shows contrast	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a Venn diagram to compare and contrast two pieces of text
- SW complete a worksheet

Grade: 5

Subject: ELA

Unit: 4(RC)

Essential Question # 2

How can main idea and supporting details be recognized?

		CT LEVEL
Objective/Skill #1	SWBT read text and determine the main idea	K,C
Objective/Skill #2	SWBT recognize details that support the main idea	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read text and state the main idea
- SW give details that support the main idea

Grade: 5

Subject: ELA

Unit: 4(RC)

Essential Question # 3

What is predicting?

		CT LEVEL
Objective/Skill #1	SWBT make predictions about what might happen next in a story based on prior knowledge and prior story events	K,C
Objective/Skill #2	SWBT confirm and change predictions based on new information	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW make predictions based upon events that are occurring in the story
- SW revise predictions if necessary

Grade: 5

Subject: ELA

Unit: 4(RC)

Essential Question # 4

How can context clues be used to determine meaning?

		CT LEVEL
Objective/Skill #1	SWBT determine the meaning of unfamiliar words by using context clues	K,C
Objective/Skill #2	SWBT decide how much information is needed about an unfamiliar word	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a passage and use the context clues to help with unfamiliar words

Grade: 5

Subject: ELA

Unit: 4(RC)

Essential Question # 5

What is the author's purpose for writing?

		CT LEVEL
Objective/Skill #1	SWBT identify the author's purpose and find supporting evidence in the text	K,C
Objective/Skill #2	SWBT vary reading rate according to the author's purpose	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read an article and complete a web with clues to author's purpose

Grade: 5

Subject: ELA

Unit: 4(RC/V)

Essential Question # 6

What are antonyms?

		CT LEVEL
Objective/Skill #1	SWBT use antonyms to determine meaning and increase vocabulary	K,C
Objective/Skill #2		K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read a passage and supply appropriate antonyms to underlined words

Grade: 5

Subject: ELA

Unit: 4(RC/V)

Essential Question # 7

How do inflected endings and the schwa sound influence decoding?

		CT LEVEL
Objective/Skill #1	SWBT use inflected endings and base words to decode words	K,C
Objective/Skill #2	SWBT recognize spelling changes that may need to make when adding inflected endings	K,C, AP, AN, E
Objective/Skill #3	SWBT identify and decode words with the schwa sound	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a worksheet making appropriate spelling when adding inflected endings
- SW think of words that contain the schwa sound and list their responses under the correct vowel spelling

Grade: 5

Subject: ELA

Unit: 4 (W/G)

Essential Question # 8

How do adjectives and adverbs improve writing?

		CT LEVEL
Objective/Skill #1	SWBT understand adjectives and adverbs	K,C
Objective/Skill #2	SWBT write and improve sentences using adjectives and adverbs	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW identify adjectives and adverbs in a text
- SW enhance 10 sentences by adding adjectives and adverbs appropriately

Grade: 5

Subject: ELA

Unit: 4 (W/G/LS)

Essential Question # 9

What is a myth?

		CT LEVEL
Objective/Skill #1	SWBT identify the distinguishing features of a myth	K,C
Objective/Skill #2	SWBT recognize myths as old stories that usually explain something about nature	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW read myths and point out the distinguishing features that make it myth
- SW make a list of things in nature that they believe will make good topics for myths

Grade: 5

Subject: ELA

Unit: 4 (W/R/SS)

Essential Question # 10

How are reference sources used to conduct and evaluate research ?

		CT LEVEL
Objective/Skill #1	SWBT form and revise research questions	K,C
Objective/Skill #2	SWBT locate and evaluate information in reference sources	K,C, AP, AN, E
Objective/Skill #3	SWBT collect, organize and present information	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a benchmark project in the library

Grade: 5

Subject: ELA

Unit: 4 (W/R/SS)

Essential Question # 11

How are reference sources used to conduct and evaluate research ?

		CT LEVEL
Objective/Skill #1	SWBT form and revise research questions	K,C
Objective/Skill #2	SWBT locate and evaluate information in reference sources	K,C, AP, AN, E
Objective/Skill #3	SWBT collect, organize and present information	
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a benchmark project in the library

Grade: 5

Subject: ELA

Unit: 5 (RC)

Essential Question # 1

What is setting?

		CT LEVEL
Objective/Skill #1	SWBT recognize setting as the time and place of a story	K,C
Objective/Skill #2	SWBT use details to infer the setting when it is not directly stated	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW determine the setting based on clues in the text
- SW complete a worksheet

Grade: 5

Subject: ELA

Unit: 5 (RC)

Essential Question # 2

What is paraphrasing?

		CT LEVEL
Objective/Skill #1	SWBT read text and paraphrase information in their own words	K,C
Objective/Skill #2	SWBT include only the author's ideas and opinions	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW paraphrase a section in a given text
- SW discuss with a partner to determine if they are appropriate to the text

Grade: 5

Subject: ELA

Unit: 5 (RC)

Essential Question # 1

What is setting?

		CT LEVEL
Objective/Skill #1	SWBT recognize setting as the time and place of a story	K,C
Objective/Skill #2	SWBT use details to infer the setting when it is not directly stated	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW determine the setting based on clues in the text
- SW complete a worksheet

Grade: 5

Subject: ELA

Unit: 5 (RC)

Essential Question # 4

What are context clues?

		CT LEVEL
Objective/Skill #1	SWBT use context clues to determine meaning and increase vocabulary	K,C
Objective/Skill #2	SWBT decide what information is needed to understand an unfamiliar word	K,C, AP, AN, E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW explain how to figure out an unknown word using context clues

Grade: 5

Subject: ELA

Unit: 5 (WS/P)

Essential Question # 5

How does a knowledge of spelling patterns help with decoding unknown words?

		CT LEVEL
Objective/Skill #1	SWBT apply knowledge of letter-sound correspondence to decode words with complex spelling patterns that make the sound /sh/	K,C
Objective/Skill #2	SWBT apply knowledge of language structure to decode words with suffixes	K,C, AP, AN, E
Objective/Skill #3	SWBT decode compound words and words with the VCCV pattern and divide them into syllables	
Objective/Skill #4	SWBT decode words in which base words change pronunciation when suffixes are added	
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete spelling workbook pages
- SW complete a weekly spelling test

Grade: 5

Subject: ELA

Unit: 5 (W/G)

Essential Question # 6

What are various types of pronouns and how are they used?

		CT LEVEL
Objective/Skill #1	SWBT understand that pronouns can take the place of nouns and can show ownership	K,C, AP
Objective/Skill #2	SWBT understand subject and object pronouns	K,C, AP
Objective/Skill #3	SWBT understand pronouns and their referents	K, C, AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW use pronouns correctly on sentences
- SW write sentences using subject and object pronouns
- SW write sentences using pronouns and their referents

Grade: 5

Subject: ELA

Unit: 5 (W/G)

Essential Question # 7

How are prepositions, prepositional phrases and conjunctions used in writing?

		CT LEVEL
Objective/Skill #1	SWBT understand prepositions and prepositional phrases	K,C, AP
Objective/Skill #2	SWBT understand conjunctions	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write sentences using prepositions and prepositional phrases
- SW write sentences using conjunctions

Grade: 5

Subject: ELA

Unit: 5 (W/G/LS)

Essential Question # 8

How do various genres and literary skills impact reading and writing?

		CT LEVEL
Objective/Skill #1	SWBT identify distinguishing features in historical settings and events	K,C, AP
Objective/Skill #2	SWBT identify and understand the importance of imagery and sensory words	K,C, AP
Objective/Skill #3	SWBT recognize and identify the distinguishing characteristics of a fantasy and a fable	K, C, AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW find clues in their reading that show why a piece is historical fiction
- SW illustrate idioms using imagery
- SW identify the elements of fantasy in “Chester Cricket’s Pigeon Ride”

Grade: 5

Subject: ELA

Unit: 5 (W/R/SS)

Essential Question # 9

How are time lines and schedules used in daily life?

Objective/Skill #1	SWBT interpret and use a time line and schedule to answer questions	CT LEVEL K,C, AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW create time lines and schedules

Grade: 5

Subject: ELA

Unit: 6 (RC)

Essential Question # 1

What is a theme?

		CT LEVEL
Objective/Skill #1	SWBT identify the major theme as a statement, lesson, or generalization that is the underlying message of the story	K,C, AP
Objective/Skill #2	SWBT identify stated or unstated themes	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW state the major theme of a story after reading it
- SW look for evidence in a story to support the theme

Grade: 5

Subject: ELA

Unit: 6 (RC)

Essential Question # 2

How does making judgments influence interpretation of text?

		CT LEVEL
Objective/Skill #1	SWBT make judgments by forming opinions about someone or something	K,C, AP
Objective/Skill #2	SWBT explains ways that characters, authors, and readers make judgments	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a worksheet using opinions and supporting evidence
- SW support judgments with evidence from a story

Grade: 5

Subject: ELA

Unit: 6 (RC)

Essential Question # 3

What is visualizing?

		CT LEVEL
Objective/Skill #1	SWBT define visualizing as creating a picture in the mind	K,C, AP
Objective/Skill #2	SWBT identify description, imagery, and sensory words to help to visualize	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW complete a worksheet to help identify sensory details
- SW recognize the author's use of images

Grade: 5

Subject: ELA

Unit: 6 (RC/V)

Essential Question # 4

How are synonyms used as context clues?

		CT LEVEL
Objective/Skill #1	SWBT use synonyms as context clues to determine meaning and increase vocabulary	K,C, AP
Objective/Skill #2	SWBT understand that meaning is conveyed through word order	K,C, AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW identify synonyms in a text
- SW create synonyms for the new vocabulary in a story

Grade: 5

Subject: ELA

Unit: 6 (WS/P)

Essential Question # 5

What does the addition of suffixes do to a base word?

Objective/Skill #1	SWBT decode words in which suffixes have been added to base words	CT LEVEL K,C, AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW make new words by adding suffixes

Grade: 5

Subject: ELA

Unit: 6 (W/G/U/M)

Essential Question # 6

How is punctuation used in sentence?

		CT LEVEL
Objective/Skill #1	SWBT understand sentence punctuation	K, C, AP
Objective/Skill #2	SWBT understand the rules for comma usage	K, C, AP
Objective/Skill #3	SWBT understand the rules for writing quotations and quotation marks	K, C, AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write sentences that show correct punctuation
- SW write sentences that show an understanding or correct comma usage
- SW add quotations to a sentence and put them in the correct places

Grade: 5

Subject: ELA

Unit: 6 (W/G/LS)

Essential Question # 7

How do various genres impact reading and writing?

		CT LEVEL
Objective/Skill #1	SWBT recognize the distinguishing features of a drama or play	K, C, AP
Objective/Skill #2	SWBT identify distinguishing features of realistic fiction	K, C, AP
Objective/Skill #3	SWBT identify the major characteristics of expository nonfiction	K, C, AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SW write and perform realistic dramas