1st Nine-Week Period

Essential Understanding (Big Ideas):

**Writing**
- Stories - Literary Emphasis
- Stories written with focus, clear plot, point of view, and dialogue that helps develop the story
- Poetic techniques, figurative language, and graphic elements bring meaning to the piece

**Reading**
- Literary Text: Imaginary/Myths Stories Emphasis
- Analyzing the structure and elements of literary text helps us read and write fiction
- Looking at the similarities and differences among the themes of several fictional pieces help the reader understand and analyze imaginary stories (myths)

Guiding Questions:

1. What does the author use to help predict future events or foreshadowing?
2. How do clues that reveal something that will happen later (foreshadow) help to advance the story?
3. How does connecting to roles and functions of a character help us understand what we read and assist us when we write our own stories?
4. How does an author use language to impact the story?
5. How can I use what I know from reading to help me write an imaginary story?
### Year At A Glance English Language Arts - Grade: 5

#### Ongoing TEKS

- **Fluency (5.1)**
- **Vocabulary (5.2ABE)**
- **Independent reading (5.9)**
- **Establish purposes for reading (Fig 19A)**
- **Make inferences/ use textual (Fig 19D)**
- **Make connections (Fig. 19F)**

#### Assessments
- Spelling/Vocabulary Quizzes (1 per week=1 major grade per nine weeks)

#### 1st Nine Weeks

**Literary Text/Theme & Genre (imaginary stories)**
- Compare/contrast themes in fiction (5.3A)
- Describe the phenomena in origin myths (5.3B)
- Effects of event on theme (5.3C)

**Literary Text/Poetry**
- Analyze how sound effects reinforce meaning (5.4)

**Literary Text/Fiction**
- Incidents that give rise to or foreshadows future events (5.6A)
- Roles and functions of characters (5.6B)
- Forms of third-person point of view (5.6C)
- Make inferences with text support (Fig. 19D)
- Summarize information in texts-fiction (Fig. 19E)

**Literary Text/Sensory**
- Evaluate impact of sensory details, imagery and figurative language (5.8)

**Writing/Literary Text**
- Write stories (real or imagined) (5.16Ai,ii,iii)
- Write poems (5.16Bi,ii,iii)
- Write literary responses-focus on plot, point of view, believable setting, sensory detail, dialogue (5.18C)

**OWC/Conventions**
- Irregular verbs & active voice (20Ai)
- Adjectives-descriptive & comparative/superlative (5.20Aii)
- Complete subject and predicate (5.20B)
- Punctuation and spacing for quotations (5.21Bii)

**OWC/Spelling**
- Spelling words with more advanced orthographic patterns and rules (5.22Ai,ii,iii)

**Research and Listening & Speaking**
- Brainstorm topics (5.23A)
- Peer and teacher conferences for revisions to drafts; teacher & peer conferences in reading (5.27A-C;5.28; 5.29)

**ELPS**
- (3E) ;(4K); (5D); (5G)

**CCRS**
- (IA1); (IA5); (IIC3); (IIIB2)

**Academic Vocabulary**
- theme
- sound effects
- phenomena
- incidents
- origin myth
- foreshadow

Make connections with the reading vocabulary within the writing of the stories.

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Fifth Grade ELA – updated Sept. 2013

revised Sept. 2013
**Readiness Standards**

**Supporting Standards**

<table>
<thead>
<tr>
<th>TEKS / ELPS / CCRS</th>
<th><em>Notice the reading and writing connections. It is vital to make those connections throughout the language arts block. The workshop model is suggested to provide a concise structure for delivering instruction and student centered learning.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEKS</strong></td>
<td><strong>ELPS</strong></td>
</tr>
<tr>
<td>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</td>
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<tr>
<td>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</td>
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<tr>
<td>+ <strong>(B)</strong> use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</td>
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<tr>
<td>+ <strong>(D)</strong> identify and explain the meaning of common idioms, adages, and other sayings; and</td>
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<tr>
<td>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</td>
<td></td>
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<tr>
<td>+ <strong>(A)</strong> compare and contrast the themes or moral lessons of several works of fiction from various cultures;</td>
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<tr>
<td>+ <strong>(B)</strong> describe the phenomena explained in origin myths from various cultures; and</td>
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<tr>
<td>+ <strong>(C)</strong> explain the effect of a historical event on a culture's literature.</td>
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</table>

**The Workshop Model:**

- **MINILESSON:** student exposure of the TEKS/skills to be addressed
- **SMALL GROUPS:** Guided Reading/Literature Groups
- **INDEPENDENT READING & WRITING:** Practicing skill through the 9 weeks
- **CONFERENCING:** Peer and teacher conferences in Reading-discuss what they are reading and address reading skills; in Writing-discuss what they are writing and revising and editing
- **WORD STUDY:** spelling conventions and decoding words; word meanings

*At this grade level spelling patterns are more of a review. The focus should be more on vocabulary development through the use of reading and writing (Standard 2). Grades will come from a combination of spelling word quizzes and grammar in revising and editing.*

**SMALL GROUPS**

Guided Reading uses leveled readers to address the supported skills taught during each three week period. Tier II intervention is the place to address gaps in student ELAR skills.

**INDEPENDENT READING & WRITING**

- Students will incorporate the skills addressed this nine weeks in their literacy notebooks: this includes reading responses, word work activities, writing – free-writes, writing piece, grammar and conventions, etc.
- This is a good time to meet in small groups, participate in both teacher and peer conferences
- Daily 5, Debbie Diller workstations, or other routine structures can be implemented during this time.

**WORD STUDY (WORD-WALL)**

Unfamiliar words that students need in order to build their own repertoire of vocabulary. They address word meaning in context, spelling patterns and decoding skills (patterns & abstract combinations), and proper use of the words. Vocabulary is taught in context and word study techniques. A word wall that posts a few, but not every word addressed is valuable if students are directed to revisit the words in application throughout the workshop style, (I do, We do, You do) cycle of each day.

**Writer/Reader Notebook (WRN)**

A composition notebook, spiral, or some type of journal is used to keep literacy notes, findings, prewrites, reading responses, and other literacy notes. This is a vital part of the workshop. Ralph Fletcher has a suggested way of setting this up. Another suggestion: IDEAS (10 pages); Prewrites/Quickwrites (25); Reader Responses (25 pages); Grammar & Word-work (25 pages); Free-writes (to the end)
### Instructional Strategies & Activities

#### WEEK 1 - 3

**Reading**
- Begin daily Read Aloud / Think Together modeling comprehension strategies (Note: Teacher read-aloud is limited to 10 minutes.); set up a readers notebook that will be used for reflection and response through the year; work on reading workshop routines and expectations
- Build fluency through student peer reading of text (5.1)
- Introduce Word Wall
- Begin Word Work and Vocabulary Development (continue 3-4 times per week) word ladders, making words, word sorts, word wall games, root of the week, prefix and suffix games, context clues, multiple-meaning words, finding synonyms, antonyms using a dictionary and/or thesaurus (5.2A, 5.2B, 5.2C, 5.2E). Can be done during independent reading and writing/workstations
- Pull unfamiliar words from student reading and determine meaning through context of a sentence. Create a chart with the following vocab. word/what I think it means through context/what clues I used/dictionary definition. Continue to add to this chart throughout the nine weeks and refer to it in class discussions and in student writing. (Teachers must model this first in a short read aloud to help students understand the process of context clues and dictionary use. A mini lesson on dictionary use may need to take place first) (5.2B & 5.2E)
- Discussion about characteristics of a good reader and list on an anchor chart; discuss workshop procedures

**Assessment Connections**
- Gates: weeks 3 & 4

**Resources**
- Attachments in Forethought:
  - Student surveys
  - Workshop model article
- Everyday Spelling: Lessons 1 – 2
- Journeys (Teachers may use other resources that teach the same skill.)
- Write Source Articles/books
- Apples 4 the Teacher Website with various types of genre pieces with questions and various activities to go with each piece—specifically for short stories this nine weeks
  - http://www.apples4theteacher.com/
- Make sure to use the word theme for fiction, not main idea

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Fifth Grade ELA – updated Sept. 2013

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**WEEK 1**

- **(4) Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

- **(6) Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
  - **(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;**
  - **(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and**
  - **(C) explain different forms of third-person points of view in stories.**

- **(8) Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

- **(9) Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read:
  - **(5.6A) Describe incidents that advance the story and give rise to**
  - **(5.6B) Explain different forms of third-person points of view in stories**
  - **(5.6C) Explain the roles and functions of characters in various plots, including their relationships and conflicts; and**
  - **(5.6D) Explain different forms of third-person points of view in stories.**
Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Writing

- **Writer/Reader Notebook** Prepare and set up the WRN with your students. (Possible table of contents: Response Section, Notes Section, Vocabulary Section, Spelling Matters Section; see resource below “Keeping Your Writer’s Reader’s Notebook” from Ralph Fletcher). This is a tool that will be used throughout the year to reflect on reading, demonstrate understanding of the writing processes, practice grammar, conventions, and spelling, and expand vocabulary. This notebook allows students to connect reading, writing, and thinking. Students should decorate the notebook so that it reflects their personalities.

- Suggestion: Read a short story with a clear theme, discuss the theme and do a quick-write with a theme related statement to get a feel for the WRN and writing. Suggested story: *Lilly’s Purple Plastic Purse* with the theme “think before you speak.” (5.3C)
<table>
<thead>
<tr>
<th>Oral/Written Convention &amp; Word Study</th>
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<tbody>
<tr>
<td>(5.20Ai) While reading, point out verbs (irregular and active voice), and list them in WRN and on a chart or word wall to hang in the room. This should be ongoing throughout the nine weeks and be an anchor chart throughout the year. Note: All grammar is to be taught in context; See attachments in Forethought for a brief overview of irregular and active voice to assist in teaching and why it’s important</td>
</tr>
<tr>
<td>(5.22Ai) /t/ to /sh/ (examples: select-selection; adopt-adoption; invent-invention; convict-conviction; connect-connection)</td>
</tr>
<tr>
<td>(5.22Ai) /k/ to /sh/ (examples: music-musician; magic-magician; electric-electrician; clinic-clinician; politics-politician)</td>
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<tr>
<td>You can use <em>Everyday Spelling</em> to supplement: Lesson 1 words with sk sp, st pages 14-17; and Lesson 2 words with ng, nk, th, phs pages 81-21</td>
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<tr>
<th>Oral/Written Conventions/Spelling</th>
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<td>Complete word work activities, compile word lists in WRN/Literacy notebooks; use words correctly in their writing.</td>
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<th>WEEK 4-6</th>
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<tr>
<td><strong>Reading-Writing Connection</strong></td>
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<tr>
<td><strong>Writer/Reader Notebook:</strong> Continue using the notebook to allow students to connect reading, writing, and thinking.</td>
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<tr>
<th>Reading</th>
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<tr>
<td>Students will continue to use imaginative stories and a novel to help with the following activities:</td>
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<tr>
<td>(5.6B) Explain the roles and functions of characters in various plots, including their relationship and conflicts</td>
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<tr>
<td>o Mini-lesson Use previous read imaginative stories to chart behaviors of the characters within the plots (see resource selection titled Character Roles and Relationships to the Plot below for a possible lesson to be used for this activity. It can be readjusted to fit individual teaching style)</td>
</tr>
<tr>
<td>o Independent reading in literary response section of WRN, have students write about characters in their books and how their role is important to the story; how does the plot move according to the characters behavior? Does the character change over time and how does that effect the plot?</td>
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<th>Gates: weeks 3 &amp; 4</th>
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<td><strong>WRITING:</strong></td>
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<tr>
<td><strong>Major Grade</strong></td>
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<tr>
<td><strong>Written Responses:</strong> a collection of responses to literary text in their WRN focused on plot, point of view, believable setting, sensory detail, dialogue (Literacy Notebooks) (5.18C)</td>
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<tr>
<th>Recommended</th>
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Fifth Grade ELA

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

+ (B) recognize and use punctuation marks including:
+ (ii) proper punctuation and spacing for quotations; and

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell words with more advanced orthographic patterns and rules:
+ (i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);
+ (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal);
+ (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
+ (E) know how to use the spell-check function in word processing while understanding its limitations.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater

- (5.3B) describe the phenomena explained in origin myths
  o Explicitly define that a phenomena is something that is extraordinary
  o Using the origin stories previously read to compare characters across the plots, settings, themes. Possible origin stories: Why Mosquitoes Buzz in Peoples Ears or Nancy the Spider. Also, see website in resource column to find origin stories or use teacher preferred origin stories. (See example lesson in the resources below titled “Using CASPER…”)
- (5.6B)
  - Explain purpose of Literature Circles and review procedures for their use. Provide students with a list of titles that might be used for Literature Circle discussions beginning with Week 7. Assign roles for discussion (attached). Students will be prepared to apply reading skills in novels that are read for Literature Circles. (5.27 A-C; 5.28; 5.29)

To enforce the reading/writing connections and build on skills taught:
- Read independently and respond (5.9) **respond to literary text (5.18C)

Writing
- (5.20Aii & 5.8A) Reading/Writing Connection: Descriptive phrases (5.20.Ai), and creating imagery by reading a picture book and have students list words and phrases they hear that help them see the story (5.8.A) (Suggestion: My Mama Had a Dancing Heart-four seasons theme, or see other suggestions in the resource column). Use the list to have students write imagery paragraphs about the theme related story read. KEEP IN MIND, imagery will be emphasized more in depth in the second nine weeks. Or:
  - (5.8A) See the suggested lesson in resources titled: “The Descriptive Writing/Reading Connection”
- (5.6A & 5.16Ai) Reading/Writing Connection: Have students assume a favorite book is being made into a movie and they have been assigned to write the trailer script. Their goal: to create suspense through foreshadowing without giving away the ending or other important plot turns. (Remind students that allusion and imagery may be used in creating suspense.) (5.6A) Include a clear focus, plot, and point of view (5.16A)
- (5.15A) Begin listing ideas for imaginative stories from all the literature read so far.

Oral & Written Conventions
In reading, writing, and speaking throughout the activities:
- (5.20Ai) Use and understand action verbs and “to be” verbs, adjectives, and adverbs through explicit lesson: find the verbs in reading, respond in writing, and use in writing (Suggestion: point out and discuss throughout the reading and writing this nine weeks and create ongoing lists in WRN and charts in the classroom)
- Complete word work activities, compile word lists in WRN/Literacy notebooks;

character roles and functions in various plots (see the resources for the activity and rubric) (5.6B)

imagery picture books titles:
*Wilfrid Gordon McDonald Partridge
*Have You Seen Trees?
*Verdi
*My Mama Had a Dancing Heart
*The Old Man and His Door

Great ideas for lessons on imagery words can be found in Picture Books: An Annotated Bibliography with Activities for Teaching Writing by Ruth Culham
complexity. Students are expected to:
(A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective;
(B) follow, restate, and give oral instructions that include multiple action steps; and
(C) determine both main and supporting ideas in the speaker’s message.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

FIG. 19
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
(D) make inferences about text and use textual evidence to support understanding;
(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across

use words correctly in their writing.
• Edit activities and peer/teacher conferencing

Oral/Written Conventions/Spelling
Complete word work activities, compile word lists in WRN/Literacy notebooks; use words correctly in their writing.
• (5.22Aii) long to short vowels (examples: crime-criminal; athlete-athletic; humane-humanity; please-pleasant; revise-revision)
• (5.22Aii) long vowel to schwa (examples: define-definition; compete-competition; gene-genetic; compose-composition; oppose-opposition)
• You can use Everyday Spelling to supplement: Lesson 3 Words with kn, mb, gh, st pgs 22 - 25; Lesson 4 Adding -es and -ing, -ing, -er and -est pgs 26 – 29; Lesson 5 Adding –ed and –ing pgs 30 – 33

WEEK 7-9

Reading
• (5.3A & Fig. 19DEF) Compare various stories read by summarizing them and comparing the themes or moral lessons of the works of fiction as its theme. Keep in WRN to refer to when discussing.
• (5.4) Analyze the structure and elements of poetry
  o Read several poems connected to stories previously read; make connections between poetry with stories by structure and elements of both (poetry vocabulary: alliteration, internal rhyme, onomatopoeia, rhyme scheme) (Fig. 19F)
  o Discuss how the parts of both stories and poems help to bring meaning (5.4) Include discussions about descriptive phrases (adjectives)
  o Make inferences about the meaning of the poems; suggested idea-use a two column chart labeled what I infer / text that supports my inference; discuss how the structures and elements help with inference (Fig. 19D & 5.4)
• If your class is ready - Students will complete Literature Circles activity based on novel that was chosen previously. Students will complete discussions using assigned roles and applying reading skills that are included in the unit.

Novel List:
• The Underneath, Castle In the Attic, Masterpiece, Among the Hidden, George Washington’s Socks, Bridge to Terabithia
• Light in the Forest, Witch of Blackbird Pond, A Family Apart, Crispin, Cross of Lead, Give Me Liberty
*Note: red text indicates GT choices

To enforce the reading/writing connections and build on skills taught:
• Read independently and respond (5.9) ** respond to literary text (5.18C)

WRITING: Major Grade
Imaginary or real story that includes-clear focus and plot, logically chronological with clear incidents that advance the story, is written in first or third-person consistency, has character development, and has correct grammar and convention (action verbs, proper use of “to be” verbs, irregular verbs, active/passive voice, and adjectives; nouns, subject-predicate sentence agreement) (5.16Ai,ii,iii; 3.22Ai,ii; 3.22B

READING: Major Grade

Everyday Spelling: Lessons 6, 7, 8
NYC District 75 has a great resource for setting up and implementing book clubs/ literature circles
http://schools.nyc.gov/Offices/District75/Departments/Literacy/UnitsofStudy/defaul.htm

Click on Middle School - What Do Readers and Writers Do?

Other Resources
Strategies that Work
by Stephanie Harvey – Use for strategies such as “connections.”
www.thinkcentral.com

Journeys
texts; and

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence

ELPS

(3E) share information in cooperative learning interactions;

(4K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(5G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

CCRS

(IA1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.

(IA5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate

(IIC3) Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.

(HIB2) Participate actively and effectively in group discussions

Writing

Reading-Writing Connection

Writer/Reader Notebook: Continue using the notebook to allow students to connect reading, writing, and thinking.

WRN – What is your main character like? Would you want to be their friend, why or why not? List traits, motives, and qualities of your character to help the reader understand your thoughts.

- Continue lessons around the key concepts and transfer into the writing assignment
- (5.16Ai,ii,iii & 5.15ABCDE) Write an imaginary story using the writing process
  - Pull from the ideas listed in their WRN to begin thinking about writing their own story about themselves. (5.15 A & B)
  - Discuss the structure of a story from what they have been reading (Clear focus, plot, and point of view (5.16Ai, ii); use dialogue (5.16Aiii)
  - Begin writing drafts of their imaginary stories
  - Share in groups and have students look for clear focus, plot, point of view, and dialogue
  - Continue working on imaginary stories during independent writing time with teacher and peer conferences to preview and assist in the writing process looking for structure, grammar and conventions covered this nine weeks (5. 15A-E; 5.16Ai-iii)

Oral & Written Conventions

Word play and word wall activities; recognize in reading and write in context

- (20Ai) use of irregular and active voice verbs (20Aii)
- (20Aiii)-adjectives Collective nouns when appropriate (5.20Aii)
- (5.20B) Complete subjects & complete predicates in sentences
  - Show mentor text with examples and have students create sentences that follow the correct subject/predicate patterns
  - Look for it in student writing during conferences

Oral/Written Conventions/Spelling

Complete word work activities, compile word lists in WRN/Literacy notebooks; use words correctly in their writing.

- (5.22Aii) short vowel to schwa (examples: legal-legality; local-locality; metal-metallic; excel-excellent; habit-habitat)
- You can use Everyday Spelling to supplement: Lesson 6 Review for Lessons 1 – 5 pgs 34 – 37; Lesson 7 Using Just Enough Letters pgs 40 – 43; Lesson 8 Short e and Long e pgs 44 - 47