

## Course of Study English Language Arts Grade 5- September 2021

### Module 1: Cultures in Conflict

<p><b>Standards</b></p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.5.a Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>Module Learning Goals</b></p> <p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>■ Explain how U.S. westward expansion impacted Native American cultures in the West.</li> <li>■ Identify the values and beliefs that are important to a group of people, specifically those of the Nez Perce, U.S. government, and early white settlers.</li> <li>■ Explain how values and beliefs of a culture, particularly those of the Nez Perce, U.S. government, and early white settlers, motivate and influence actions, and how those actions can lead to conflict.</li> <li>■ Explain how values and beliefs can differ within a culture and cause tension among that culture's peoples.</li> </ul>
<p><b>Materials:</b></p> <p><b>CORE TEXTS</b></p> <p><b>Novel (Literary)</b></p> <ul style="list-style-type: none"> <li>■ <i>Thunder Rolling in the Mountains</i>, Scott O'Dell and Elizabeth Hall</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>■ "Lincoln Hall Speech," Washington D.C., January 14, 1879, Chief Joseph, Nez Perc</li> </ul> <p><b>ADDITIONAL SUPPLEMENTARY TEXTS, INCLUDING THE FOLLOWING FROM WIT AND WISDOM</b></p> <p><b>Film Clip</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">A Landscape of History</a></li> </ul> <p><b>Historical Account (Informational)</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">"Teaching with Documents: The Lewis and Clark Expedition"</a> (National Archives)</li> <li>■ <a href="#">Map of the United States Expansion</a></li> <li>■ <a href="#">Map of Native American Tribes</a></li> <li>■ <a href="#">"Lewis &amp; Clark and the Indian Country: The Indian Country, 1800: A Brilliant</a></li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Question Tasks</li> <li>● New Read Assessments</li> <li>● Socratic Seminars</li> <li>● End-of Module Task (Expository/Informational Essay)</li> <li>● Vocabulary Assessment</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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- [Plan for Living](#) (Newberry Library)
- [“Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country”](#) (The Newberry Library)
- [“Nimiipuu Homeland”](#) (Nez Perce National Historic Park Museum Collections)
- [“Legend Times”](#) (Nez Perce National Historic Park Museum Collections)
- [“Food and Drink”](#) (U. S. Department of Agriculture, Nez Perce National Historic Trail)
- [“Clothing”](#) (U. S. Department of Agriculture, Nez Perce National Historic Trail)
- [“Shelter—The Tipi”](#) (U. S. Department of Agriculture, Nez Perce National Historic Trail)
- [“Getting Around”](#) (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)
- [“Transport and Trade”](#) (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)
- [“Spirituality”](#) (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)
- [“Children's Play”](#) (U.S. Department of Agriculture, Nez Perce National Historic Trail)

### Paintings

- [Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward](#), E. A. Burbank
- [The White Cloud, Head Chief of the Iowas](#), George Catlin
- [Portrait of George Washington](#), Gilbert Stuart

### Photography

- [“Chief Joseph and his Family c.1880,”](#) F.M. Sargent
- [Image of family eating meal](#)
- [Image of 4th of July](#)
- [Image of FIFA](#)

### Stories

- [“Coyote and the Monster Story”](#) [Part 1](#) , [Part 2](#) , and [Part 3](#) ,as told by J. R. Spencer
- [“How Beaver Stole Fire from the Pines”](#)

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### Module 2: Word Play

#### Learning Standards:

RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1.a - Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.2.b - Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c - Use a comma 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?).

L.5.3.a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4.a - Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.

L.5.4.c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### Module Learning Goals

##### Knowledge Goals

- Analyze how authors use wordplay meaningfully.
- Explain the relationship between wordplay and humor and wordplay and meaning.
- Recognize and explain examples of wordplay in various media.
- Develop understanding of different ways that writers use wordplay to create humor, interest, and meaning.

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L.5.5.b - Recognize and explain the meaning of common idioms, adages, and proverbs.	
<p><b>Materials:</b> CORE TEXTS</p> <p>Novel: <u>The Phantom Tollbooth</u>, Norton Juster</p> <p><b>ADDITIONAL SUPPLEMENTARY TEXTS, INCLUDING THE FOLLOWING FROM WIT AND WISDOM</b></p> <p>Comedy Routine: “<i>Who’s on First?</i>,” <i>Bud Abbott and Lou Costello</i></p> <p>Video: “<i>Who’s on First?</i>”</p> <p><b>Paintings</b></p> <ul style="list-style-type: none"> <li>■ <i>The Persistence of Memory</i>, Salvador Dalí</li> <li>■ <i>Time Transfixed</i>, René Magritte</li> <li>■ <i>Reading at a Table</i>, Pablo Picasso</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Question Tasks</li> <li>● New Read Assessments</li> <li>● Socratic Seminars</li> <li>● End of Module Task (Narrative)</li> <li>● Vocabulary Assessment</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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### Module 3: A War Between US

#### Learning Standards:

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

#### Reading Informational Text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

L.5.1.b Form and use the perfect verb tenses.

L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d Recognize and correct inappropriate shifts in verb tense.

L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.5.a Interpret figurative language, including similes and metaphors, in context.

#### Module Learning Goals:

##### Knowledge Goals

- Explain the major factors in both the North and South that led to the start of the Civil War.
- Analyze the impact that the Civil War had on men and women, soldiers, civilians, and free people of color in New Orleans.
- Compare and contrast the expectations and reality of war for boy soldiers in both the North and the South during the Civil War, and how their experiences shaped their perspectives on war.

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<p><b>Materials:</b>  <b>CORE TEXTS</b>  Historical Account (Informational)  The Boys' War, Jim Murphy  Novel (Literary)    The River Between Us, Richard Peck</p> <p><b>ADDITIONAL SUPPLEMENTARY TEXTS, INCLUDING THE FOLLOWING FROM WIT AND WISDOM</b></p> <p>"Compare Two Worlds: North vs. South 1861" Scholastic, Inc. (Lessons 2 and 30)  "Slavery" slideshow, Scholastic, Inc. (Lessons 3, 4, and 32)  Please review the following lesson recommendations for alternative resources and instruction to meet the module's original learning goals.</p> <p><b>Articles</b>  Excerpt from "Civil War Medicine," National Park Service  "Hospitals and Medical Knowledge," Civil War Preservation Trust</p> <p><b>Film</b>  The Civil War, Episode 1: "The Cause," Ken Burns  Maps    "Compare Two Worlds: North vs. South 1861," Scholastic, Inc.  Grand Tower, Illinois, Google Earth</p> <p><b>Multimedia</b>  "Slavery" slideshow, Scholastic, Inc.  Photography    Abraham Lincoln, three-quarter length portrait, seated and holding his spectacles and a pencil, Alexander Gardner    President Abraham Lincoln, Major General John A. McClernand (right), And E. J. Allen (Allan Pinkerton, left), Chief of the Secret Service of the United States, at Secret Service Department, Headquarters Army of the Potomac, near Antietam, Maryland, Alexander Gardner    President Lincoln, United States Headquarters, Army of the Potomac, near Antietam, Alexander Gardner    The President and General McClellan on the Battle-field of Antietam, Alexander Gardner    President Lincoln on the battle-field of Antietam, October, 1862, Alexander Gardner    The Floating Palace, 1888, Smithsonian Museum of American History</p> <p><b>Poetry</b>    "The Women Who Went to the Field," Clara Barton (Handout 28B)  Website    "Civil War Casualties," Civil War Trust</p> <p><b>Video</b></p>	<p><b>How Assessed?</b>  Focusing Question Task  New Read Assessments  Socratic Seminar  End of Module Task (Opinion)  Vocabulary Assessments</p> <hr/> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>Teacher-directed instruction</li> </ul>
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"America Divided," History.com (for best results update browser) Ford Historic Model T, "Ford Model T—100 Years Later," CarDataVideo "What Caused the Civil War," Virginia Historical Society	
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**Module 4: Breaking Barriers**

Learning Standards:	Module Learning Goals:
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### Reading Informational Text

RI.5.1: Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Writing

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

### Speaking and Listening

SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### Language

L.5.1.a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2.a: Use punctuation to separate items in a series.

L.5.2.e: Spell grade-appropriate words correctly, consulting references as needed.

L.5.3.a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### Knowledge Goals

- Explain how the Negro Leagues created opportunities for African American baseball players and paved the way for the integration of Major League Baseball.
- Explain how individual athletes, teams, and coaches throughout history have challenged barriers of race, gender, and culture, as well as physical barriers.
- Develop an understanding of how sports can unify people, create opportunities, break down barriers in societies, inspire hope for youth, and strengthen individuals and communities.



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<p>L.5.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<p><b>Materials:</b></p> <p><b>CORE TEXTS</b>          Cutout          The Fall of Icarus (1943), Henri Matisse</p> <p><b>Literary Nonfiction (Informational)</b>          We Are the Ship: The Story of Negro League Baseball, Kadir Nelson</p> <p><b>Sculpture</b>          Image 1: Joie de Vivre, Mark di Suvero (Getty Images)</p> <p>Image 2: Joie de Vivre, Mark di Suvero (Wikimedia)</p> <p>Image 3: Joie de Vivre, Mark di Suvero (Getty Images)</p> <p>Image 4: Joie de Vivre, Mark di Suvero</p> <p><b>SUPPLEMENTARY TEXTS</b>          Articles          "About the Paralympics: Paralympic History," PBS Medal Quest (Handouts 23B and 24B)</p> <p>"Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women," Mike Wise</p> <p>"Cool Papa Bell," National Baseball Hall of Fame</p> <p>"History in Detail: Dr. Ludwig Guttmann," British Paralympic Association (Handout 23B)</p> <p>"Finding Common Ground on the Soccer Field," Todd Tuell (Handout 32D)</p> <p>"Guardians of the Game," Todd Tuell (Handout 32E)</p> <p>"Helping Refugee Kids Find Their Footing in the U.S.," Laura Klairmont</p> <p>"Henri Matisse: The Cut-Outs," Museum of Modern Art</p> <p>"Jackie Robinson," National Baseball Hall of Fame</p> <p>"Josh Gibson," National Baseball Hall of Fame</p> <p>"Refugees Find Hope, Film Deal on Soccer Field," Kathy Lohr</p> <p>"Street Soccer," Connie Colón (Handout 32C)</p> <p><b>Maps</b>          Afghanistan, Scholastic, Inc.</p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>• Focusing Questions Tasks</li> <li>• New -Read Assessments</li> <li>• Socratic Seminar</li> <li>• End of Module Task: Informative/Explanatory Research Essay</li> <li>• Vocabulary Assessments</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>• Teacher-directed instruction</li> </ul>

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<p>Latin America, University of Texas</p> <p>Zuccotti Park, Google Maps</p> <p><b>Short Story</b>  "Raymond's Run," Toni Cade Bambara (Handout 2B)</p> <p><b>Photograph</b>  Photograph of Broadway Mall, HarlemGal</p> <p><b>Videos</b>  "A Boston Marathon First: Bobby Gibb on Her History-Making Run," CBS Boston</p> <p>"Always #LikeAGirl," Always</p> <p>"Annual ARETE Honors for Courage in Sports: Fugees, 2008," Fugees Family</p> <p>"Meet CNN Hero Luma Mufleh," CNN.com</p> <p>"CNN Hero Luma Mufleh: From Refugee to Fugees," CNN.com</p> <p>"ESPY Awards–Nelson Mandela" documentary, Scott Duncan</p> <p>"Jackie Robinson Breaks Barriers," History.com</p> <p>"Nelson Mandela Speech that changed the world"</p> <p>"The Mandeville Legacy–Paralympics Documentary," Cliff Productions</p> <p>The Rise and Fall of Jim Crow, California Newsreel</p> <p><b>Website</b>  Fugees Family</p> <p>Negro Leagues Baseball Museum Historical Timeline</p>	
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**Additional Resources used by Accelerated ELA from the William and Mary Curriculum**

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### Standards

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

### Learning Goals

- To develop analytical and interpretive skills in literature
- To develop persuasive writing skills
- To develop linguistic competency
- To develop listening/oral communication skills
- To develop reasoning skills in the language arts
- To develop an understanding of the concept of cyclic change in the language arts

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<p>purposes, and audiences.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Materials:</b> <b>CORE TEXTS</b></p> <p><b>Required Novel</b></p> <ul style="list-style-type: none"> <li>■ <i>My Daniel</i> Pam Conrad</li> </ul> <p><b>Choice Novels</b></p> <ul style="list-style-type: none"> <li>■ <i>Wednesday Wars</i> Gary D. Schmidt</li> <li>■ <i>A Long Way from Chicago</i> Richard Peck</li> <li>■ <i>Feathers</i> Jacqueline Woodson</li> <li>■ <i>Maniac Magee</i> Jerry Spinelli</li> <li>■ <i>The Seven Wonders of Sassafras Springs</i> Betty Birney</li> <li>■ <i>The Thing About Jellyfish</i> Ali Benjamin</li> <li>■ <i>Counting by 7s</i> Holly Goldberg Sloan</li> <li>■ <i>Out of My Mind</i> Sharon Draper</li> </ul> <p><b>ADDITIONAL SUPPLEMENTARY TEXTS, INCLUDING THE FOLLOWING FROM WILLIAM AND MARY</b></p> <p><b>Short Stories and Poems</b></p> <ul style="list-style-type: none"> <li>■ "New feet within my garden go..." Emily Dickinson</li> <li>■ "On the Pulse of Morning" Maya Angelou</li> <li>■ "The Helpful Badger" Laurence Yep</li> <li>■ "All ignorance toboggans into know" e.e. Cummings</li> <li>■ "In the Windowsill" Mary Pleiss</li> <li>■ "A Day" Emily Dickinson</li> <li>■ "The Sleeping FLOWERS" Emily Dickinson</li> <li>■ "The Wind is Blowing West" Joseph Ceravalo</li> <li>■ "A Bouquet of Wild Flowers" Laura Ingalls Wilder</li> <li>■ "Buffalo Dusk" Carl Sandberg</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Argumentative essay</li> <li>● Short answer response</li> <li>● Vocabulary assessment</li> <li>● Self, peer, and teacher writing evaluation forms</li> <li>● Oral presentation</li> <li>● Research assignment</li> <li>● Discussion rubrics</li> <li>● Journal rubrics</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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| <ul style="list-style-type: none"><li>■ "Below" Joseph Bruchac</li><li>■ "Walking" Linda Hogan</li><li>■ Sonnet II William Shakespeare</li><li>■ "Little Gidding" T.S. Eliot</li></ul> |  |
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