

Grade 5 Parent's Guide to Year-Long Enriched Literacy Curriculum (ELC) Learning

During Grade 5, students receive instruction on the concepts and skills described below.

ELC READING

Marking Period 1	Marking Period 2
<p>Students explore relationships through the themes of fitting in, compassion, and compromise by reading several Junior Great Books Series 5 literature selections, a Nonfiction Inquiry text, and texts associated with the social studies topic of the American Revolution. Close reading, use of shared inquiry, and engagement in interdisciplinary lessons help students analyze, synthesize, and comprehend more deeply.</p> <p>Students read multiple informational texts on a topic of study in social studies and science to identify organizational and text structures, text features, domain-specific vocabulary, and learn how to take notes effectively and efficiently for use in developing strong, informational pieces. Discussion models, specific teaching strategies, and multimedia texts are used for students to develop and refine their critical and creative thinking skills.</p>	<p>Many of the Junior Great Books selections and Jacob's Ladder selections relate to the topic of study in science. Through these instructional resources, students continue to develop their close reading and analytical skills, and respond to text in writing. One of the extension lessons from Junior Great Books taps into the student's creative abilities in using what they learn about engineering design to design a surfboard.</p> <p>Students engage in reading and writing experiences with the highly motivating genre of fantasy. Students participate in literature circles; reading and studying fantasy picture books and novels, paying special attention to how authors create descriptive settings of fantastical worlds, magical characters, and believable events in preparation to write an original fantasy story.</p>
Marking Period 3	Marking Period 4
<p>Students engage in the learning experiences of the <i>William and Mary Patterns of Change Unit</i> where they explore the focus question, "How can patterns help us better understand literature, history, and our world?" Throughout the William and Mary unit, students read many poems, a short story, and a novel to connect the ideas of cyclic patterns of change in all of the texts. Students pay particular attention to the Home-Away-Home plot structure in the novels and keep a journal of their thinking to reference during class and small group discussions.</p> <p>Students finish reading the second of two Junior Great Books literature selections about characters who learn the value of honesty, which may be utilized as the topic for the persuasive essay. Then students transition into informational texts and lean heavily on the content from social studies. Students read a nonfiction Junior Great Books selection related to the Westward Expansion and begin their The Lens of History: Research Reports writing unit.</p>	<p>Students continue working on the <i>William and Mary Patterns of Change Unit</i> and address the focus question, "How does change influence our beliefs and actions?" Students read another novel by the author of their first novel comparing similarities and differences in the novels and continuing analysis for cyclic patterns of change as well as an anchor novel to complete the Cyclic Matrix for the entire unit. Students continue to record notes and answer questions in their journals in preparation for high level discussions, in addition to completing vocabulary webs and literature webs for selected chapters of the novels.</p> <p>Students also read both literary and informational Junior Great Books selections in addition to an informational article from Jacob's Ladder before finishing the unit with literature circles from selected science fiction texts. This genre stretches student imagination by raising questions about scientific and technological advances that may impact the future.</p>

ELC WRITING

Marking Period 1	Marking Period 2
<p>Students write narrative and informational pieces in Lucy Calkins Units of Study in Writing: <i>Narrative Craft</i> and <i>Writing Feature Articles of Personal Interest</i>. Students build upon the skills they learned in fourth grade to further their development of narrative compositions and apply the elements of narrative writing to a feature article.</p> <p>Students also engage in extended writing projects and opinion written responses to reading throughout the unit.</p>	<p>Students begin <i>The Research-Based Argument Essay</i> where they blend informative and opinion writing to create three argument essays. Students work in research groups to learn about author's perspective and how to synthesize information across texts. The information is used to hold debates to build powerful argument essays. Students learn how to strengthen the elements of argument (i.e. claim, reasons, evidence) through counterclaims and rebuttals, and techniques to appeal to the audience.</p> <p>The last weeks of the unit engage students in reading and writing experiences with the highly motivating genre of fantasy. Students study fantasy picture books and novels, lifting elements of fantasy writing by published authors to write an original fantasy story.</p>
Marking Period 3	Marking Period 4
<p>The poetry in the William and Mary unit and additional collections serve as mentor texts for analysis as students write a class poetry anthology and an individual anthology based on a topic or theme during the If...Then...Poetry Anthologies writing unit. Instruction centers on the specific craft moves of published authors and constant revision throughout the writing of many forms of poetry.</p> <p>Students utilize all they have learned about persuasive writing to compose an essay on a topic of choice using the William and Mary Hamburger Model for persuasive writing.</p> <p>Students begin their The Lens of History: Research Reports writing unit on the topic of Westward Expansion where students utilize the resources from social studies instruction; videos, primary sources, as well as print and digital texts. Students work in research groups to engage in quick, focused research and note-taking learned in Unit 2. The end product will be a report on a specific subtopic of interest from the Westward Expansion.</p>	<p>Students conclude work on the <i>William and Mary Patterns of Change Unit</i> and engage in an issue-based research project on a topic of choice using the William and Mary research model. The reading and writing are tightly connected as students conduct research throughout the writing of their report, which they will orally present. Students wrap up the William and Mary unit by taking a Post Assessment to compare to the initial assessment for growth.</p> <p>One final Lucy Calkins Unit of Study in Writing, <i>Shaping Texts: From Essay and Narrative to Memoir</i>, is taught during the final weeks of the unit and year. Teachers may choose to focus this memoir on the elementary school experience as students begin the transition to middle school.</p>