

**Quinton Township School District
English Language Arts Literacy- Spelling
Grade 5**

Pacing Chart/Curriculum MAP

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| Marking Period: | One- Four | Unit Title: | Spelling Connections | Pacing: | 28 weeks |
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Unit Summary: Students will use weekly spelling lists to develop vocabulary, understand spelling patterns, and become more proficient writers. The students will use hands-on activities and technology to develop mastery of their vocabulary list each week.

Objectives: SWBAT spell words with long a and long e sounds
Spell words with Long o and Long i sounds
Spell words with Long oo and Long u sounds
Spell words with o, oa, au, aw, al, all, ou
Spell words with Short a, Short e, Short i, Short o, Short u sounds
Spell Part of speech and root words: Related nouns, verbs, and adjectives
Spell Ending in: -al, -el, -il, -le, And Common homophones
Spell words with Schwa + n spelled en, on, ion And Schwa + r spelled er, or
Spell /ur/ spelled different ways; /ur/ spelled er, ear /ur/ spelled ir /ur/ spelled or /ur/ spelled ur, uir
Spell /or/ spelled or, ar /ir/ spelled eer, ear, ier /or/ spelled ore, oar /ir/ spelled ere
Spell /oi/ spelled oi /oi/ spelled oy /ou/ spelled ou /ou spelled ow
Spell words with the Prefixes Pre-, re-, post-, co-
Spell words with Suffixes -er, -est, -ed, -ing
Spell words with /k/ spelled c and /s/ spelled c + e
Spell Base words and the related word with the suffix added -tion, -ian, -ion

Spell Antonyms created with prefixes; dis-, im-, non-, and un-
Use -en, and -ize as endings of words and -ize as part of a word
Spell Compound words, words that are spelled as two or more words, and words that are hyphenated
Spell Homophones or similar words
Use Words with similar endings; -or, and -er And ending in -ist
Changing form when the word is plural; Add -s, Add -es, Change y to i, add -es, Stay the same, and some Irregular plurals
Use Prefixes bi-, tri-, mid-, semi-
Spell Words that end with or contain- dge, g+e, g+i, g+y
Spell words Suffixes -ty, -ity, -ness, -ment, -ive
Spell Multi-Syllabic Words- One Syllable, two syllables, three syllables, and four syllables
Spell words with Suffixes -ous, -ish, -ant, -ic
Spell Synonyms and Antonyms
Spell words with Greek and Latin roots; tele, photo, graph, meter, spec, scrib/ script, rupt, port, ject, dict
Spell words with Greek and Latin suffixes; -ology, -phobia, -ism, -ist, -able, -ible, -ance, -ence

Essential Questions: Why is it important to use correct spelling?
How can usage of spelling rules and patterns improve written communication?
What are the benefits of using resources to improve your spelling?

Common Core State Standards/Learning Targets: L.5.2.e

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.7
Uses effective communication and collaboration skills and resources to interact with a global society.

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
|---|----------------------------|--|---|
| Pattern Practice for every unit Word Sort for every unit | Spelling Connections | Spelling Notebooks Glue Sticks Word Wall | <ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Personal Computers |

| Formative Assessment Plan | Summative Assessment Plan |
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| <p>Suggested activities to assess student progress:</p> Tic-Tac-Toe Choice Board- Sentences including the spelling word in context Write each word three times Identify the nouns and vowels using different colors Sort each word using the skill of the week Parent test on the words of the week Draw an image to illustrate each word Alphabetical order using each word Write a definition for each word Type each word | <p>Final Assessment/Benchmark/Project: Spell each spelling word correctly- oral assessment</p> <p>Suggested skills to be assessed: Identified skill each week, spell each word correctly at the end of the week, word sorting by phonetic pattern</p> |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative | <ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine | <ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. | <ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated |

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| <p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine. | | | <p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p> <ul style="list-style-type: none">• Students can choose to share completed work using Google Slides presentations. |
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