

Sample Long Range Planning Based on Literacy Structures:

Grade 5 ELAL

Time (Daily)	Structure	Organizing Idea
5-10 mins	Word of the Day/Parts of Speech/Parts of a Word	Vocabulary, Conventions
20 mins	Word Work : Phoneme-Grapheme Mapping and/or Morphology	Vocabulary, Conventions
20 mins	Small Groups (targeted skills with teacher and book clubs- reciprocal teaching)	Oral Language, Comprehension, Writing
10 mins	Engaging with text (Explicit instruction, practice)	Text Forms & Structures, Vocabulary, Comprehension
30 mins	Responding to text (Explicit instruction, practice)	Text Forms & Structures, Oral Language, Vocabulary, Writing, Conventions

Word of the Day/Parts of Speech/Parts of a Word

Organizing Idea: Learning Outcomes	Understandings
Vocabulary: Students analyze how knowledge of vocabulary supports meaning and use of language. Conventions: Students apply and experiment with conventions to enhance precision and artistry of communication.	Word origins and morphemes influence the meaning and use of vocabulary in the English language. Vocabulary learning involves the use of strategies and tools. Capitalization and punctuation can support effective written Communication can be supported by conventions of grammar. Spelling accuracy can be supported by recognizing relationships between word patterns and structures.
Resources:	

	Term 1	Term 2	Term 3
Vocabulary	Examine words to determine their origins. Examine words with meanings that have changed over time. Use a variety of tools to build vocabulary knowledge. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words. Use a variety of tools to build vocabulary knowledge.	Examine words to determine their origins. Examine words with meanings that have changed over time. Use a variety of tools to build vocabulary knowledge. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.	Examine words to determine their origins. Examine words with meanings that have changed over time. Use a variety of tools to build vocabulary knowledge. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.
Conventions	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Identify subject-verb agreement in	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Identify subject-verb agreement in	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Identify subject-verb agreement in

	communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences.	communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences.	communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences.
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Word Work

Daily Instruction in the following areas:

- Introduce Word Lab/Morphology routines
- Review affixes previously learned
 - Inflectional affixes and corresponding spelling patterns
 - Derivational affixes
 - Bases
- Etymology
- Matrix creation
- Phoneme-Grapheme Mapping as needed

Organizing Idea: Learning Outcomes	Understandings
Vocabulary: Students analyze how knowledge of vocabulary supports meaning and use of language. Conventions: Students apply and experiment with conventions to enhance precision and artistry of communication.	Word origins and morphemes influence the meaning and use of vocabulary in the English language. Vocabulary learning involves the use of strategies and tools. Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate. Communication can be supported by conventions of grammar. Spelling accuracy can be supported by recognizing relationships between word patterns and structures.
Resources (referenced):	



Beneath the Surface of Words - Sue Scibetta Hegland
Starting with Prefixes and Suffixes - Timothy Rasinski
Morpheme Magic - Deb Glaser
Bringing Words to Life: Robust Vocabulary Instruction - Isabel L. Beck, Linda Kucan, and Margaret G. McKeown
Phonics and Spelling through Phoneme-Grapheme Mapping - Kathryn E.S. Grace

[The Morphology Project](#)
[UFLI Foundations Toolbox](#)
[UFLI Big Words](#)
[Timothy Rasinski, Ph.D. - Resources](#)
[Etymonline](#)
[Fourth and Fifth Grade | Florida Center for Reading Research](#)
[Common Content Area Roots and Affixes](#)
[Word Root of the Day](#)
[Mini Matrix-Maker Home Page](#)

	Term 1	Term 2	Term 3
Vocabulary	Investigate the meaning of bases and affixes in words. Discuss multiple ways to learn and remember vocabulary. Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary. Apply tier 2 words to enhance meaning within subject content. Apply tier 3 words within subject content. (cross-curricular) Discuss how context can influence the meaning of words and phrases. Investigate spelling patterns within and across words.	Investigate the meaning of bases and affixes in words. Discuss multiple ways to learn and remember vocabulary. Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary. Apply tier 2 words to enhance meaning within subject content. Apply tier 3 words within subject content. (cross-curricular) Discuss how context can influence the meaning of words and phrases. Investigate spelling patterns within and across words. Examine words with meanings that have changed over time. Examine words that are new to the English language. Record words of personal interest.	Investigate the meaning of bases and affixes in words. Discuss multiple ways to learn and remember vocabulary. Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary. Apply tier 2 words to enhance meaning within subject content. Apply tier 3 words within subject content. (cross-curricular) Discuss how context can influence the meaning of words and phrases. Investigate spelling patterns within and across words. Examine words to determine their origins.

Conventions	Investigate spelling patterns within and across words. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words.	Investigate spelling patterns within and across words. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words.	Investigate spelling patterns within and across words. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words.
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Small Group Book Clubs	
Organizing Idea: Learning Outcomes	Understandings
Oral Language: Students investigate how oral language can be designed to communicate ideas and information. Comprehension: Students analyze information, contexts, and perspectives using a variety of comprehension strategies. Writing: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	Collaboration is an active process supported by effective dialogue. Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information. Comprehension can be enhanced when connections with texts are supported by summarized evidence. Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit. Writing skills can be developed to understand self and influence others.
Resources (referenced): <i>Reciprocal Teaching at Work</i> by Lori Oczkus <i>The Reading Comprehension Blueprint: Helping Students Make Meaning from Text</i> - Nancy Lewis Hennessy <i>Structured Literacy Intervention: Teaching Students with Reading Difficulties, K - 6</i> - Louise Spear-Swerling	

	Term 1	Term 2	Term 3
Oral Language	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.
Comprehension	Use a variety of comprehension strategies before, during, and after reading texts. Make inferences based on content that is implicit in texts. Revise or confirm predictions based on new or additional information from texts or additional sources. Analyze ideas and information in texts to interpret and respond.	Use a variety of comprehension strategies before, during, and after reading texts. Make inferences based on content that is implicit in texts. Revise or confirm predictions based on new or additional information from texts or additional sources. Monitor comprehension and apply skills to support understandings of texts. Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world. Analyze ideas and information in texts to interpret and respond.	Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Use evidence from texts or additional sources to support responses and interpretations. Examine ideas and information within texts that are explicit and implicit.
Writing	Arrange and express ideas logically, using interesting details and transitions between sentences. Communicate a clear position supported by relevant evidence.	Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence.	Arrange and express ideas logically, using interesting details and transitions between paragraphs. Communicate a clear position supported by relevant evidence.

Engaging with Text

Organizing Idea: Learning Outcomes

Text Forms and Structures: Students examine how text genres, forms, and structures support and enhance communication.

Oral Language: Students investigate how oral language can be designed to communicate ideas and information.

Vocabulary: Students analyze how knowledge of vocabulary supports meaning and use of language.

Comprehension: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

Understandings

Text genres, forms, and structures can support the enjoyment and communication of ideas and information.
Text features can help organize content and identify information that is most important.
Engaging with fictional texts can help to analyze the world through the eyes of others.
Engaging with non-fiction texts can help to analyze the world through the eyes of others.
Poetry can be experienced for its beauty and emotion.
Drama is a literary form that can artfully express stories and ideas.
Meaning is derived through personal experiences with various features of land.

The content and delivery of oral traditions are influenced by history, communities, or contexts.
Oral communication can be intentionally designed according to different situations to convey ideas and information.

Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.

Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.
Perspectives revealed in texts enhance comprehension and enrich understandings of the world.
An awareness of context strengthens comprehension of texts.

Resources (referenced):

The Ramped Up Read-aloud & Shake up Shared Reading by Maria Walther
Various texts (see chart at the end of this document)



Alberta Regional Consortia

	Term 1: Getting to Know You	Term 2: Diverse Perspectives	Term 3: Connecting to the Land
Text Forms & Structures	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Examine a variety of text features that organize content and emphasize information that is most important. Examine a variety of fictional text structures, including flash-forward. Examine elements within a variety of fictional texts, including theme. Describe characters based on what they say, think, or do or what others say and think about them.	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Examine a variety of text features that organize content and emphasize information that is most important. Categorize texts according to a variety of fiction sub-genres. Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts. Listen to poems to identify beauty or emotion. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to creative expression of ideas, including stanzas. Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a	Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally enjoyable. Examine a variety of text features that organize content and emphasize information that is most important. Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts. Listen to poems to identify beauty or emotion. Examine figurative language that can be experienced for its beauty or emotion. Recite or sing a poem from memory. Make connections between features of land and personal experiences.

Oral Language	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Present ideas and information in a logical manner to inform, persuade, or entertain.	variety of dramatic works. Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally. Select appropriate formats for oral communication based on audience and purpose.	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.
Vocabulary		Examine word meanings in similes, metaphors, and analogies.	Analyze the meanings of words or phrases expressed figuratively.
Comprehension	Use a variety of comprehension strategies before, during, and after reading texts. Examine information from texts that describes context around people, ideas, or events. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created. Explore how varied perspectives presented in texts can influence personal perspectives.	Use a variety of comprehension strategies before, during, and after reading texts. Analyze the actions or feelings of characters in stories, considering the context. Investigate background information about the author or text creator to provide context for informational texts. Examine contextual information about characters or events in fictional texts. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	Use a variety of comprehension strategies before, during, and after reading texts.

Responding to Text

Organizing Idea: Learning Outcomes	Understandings
Text Forms & Structures: Students examine how text genres, forms, and structures support and enhance communication. Oral Language: Students investigate how oral language can be designed to communicate ideas and information. Vocabulary: Students analyze how knowledge of vocabulary supports meaning and use of language. Writing: Students enhance the accuracy and artistry of expression through creative and critical thinking processes. Conventions: Students apply and experiment with conventions to enhance precision and artistry of communication.	Text features can help organize content and identify information that is most important. Poetry can be experienced for its beauty and emotion. Oral communication can be intentionally designed according to different situations to convey ideas and information. Vocabulary learning involves the use of strategies and tools. Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate. Writing skills can be developed to understand self and influence others. Creative thinking can enhance personal expression and artistry. Research processes can involve examining materials or information and reaching new conclusions. The method or tool used to present written works can influence how content is perceived. Capitalization and punctuation can support effective written communication. Communication can be supported by conventions of grammar. Spelling accuracy can be supported by recognizing relationships between word patterns and structures.
Resources: <i>The Writing Revolution</i> by Natalie Wexler <i>The Writing Rope</i> by Joan Sedita Various texts (see chart at the end of this document)	

	Term 1: Getting to Know You	Term 2: Diverse Perspectives	Term 3: Connecting to the Land
Text Forms & Structures		Include a variety of text features to organize content and to identify information that is most important. Investigate poetic structures that contribute to creative expression of ideas, including stanzas. Experiment with creating lyric poetry.	
Oral Language			Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice. Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Select appropriate formats for oral communication based on audience and purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.
Vocabulary	Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary. Apply a wide variety of words to communicate in new ways.	Examine word meanings in similes, metaphors, and analogies. Integrate figurative language into personal writing and oral communications. Apply a wide variety of words to communicate in new ways.	Apply a wide variety of words to communicate in new ways.
Writing	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and	Develop creative expression through the use of organizational processes, methods, and tools.	Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and

	structures. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Apply creative thinking processes to enhance personal expression and artistry. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically. Demonstrate legibility and writing fluency through the use of printing,	conclusions. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools. Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically. Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a
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Conventions	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Experiment with capitalization and punctuation to achieve a desired effect. Apply appropriate tense throughout communications. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words	cursive handwriting, or keyboarding. Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Experiment with capitalization and punctuation to achieve a desired effect. Apply appropriate tense throughout communications. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words	text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding. Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Experiment with capitalization and punctuation to achieve a desired effect. Apply appropriate tense throughout communications. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words
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TEXTS:

Term	Month	Text Title	Genre	Purpose
1: Getting to Know You	September	The Day You Begin (first week of school)	Fiction	Entertain, inform
		When I was Eight (FNMI)	Non-fiction	Inform
		When We Were Alone (FNMI)	Non-Fiction	Inform
		The Orphan and the Polar Bear	Legend, oral storytelling	Entertain
		Fatty Legs (first chapter Friday)	Non-Fiction	Information
		A Boy Called Bat (first chapter Friday)	Fiction	Entertain, inform
		How to Read a Book (40 Book challenge intro)	Poem	Entertain
		I Am Malala (socratic seminar)	Biography	Inform, Inspire
	October	Noah Webster and His Words (dictionary skills intro)	Non-Fiction	Inform
		The Wild Robot (first chapter Friday)	Science Fiction	Entertain
		Your Name is a Song (identity, inclusion)	Fiction	Entertain, Inspire
		The Good, the Bad, and the Spooky (fab four)	Fiction	Entertain
	November	The Tiger Rising (first chapter Friday)	Fiction	Entertain
		The Bicycle Spy (first chapter Friday - historical fiction)	Fiction	Entertain
		Remembrance Day articles	Non-Fiction	Inform, Inspire
Term 2: Diverse Perspectives	December	Christmas Pig (first chapter Friday)	Fiction	Entertain
		Trickster Tale Readers Theatres (from TPT)	Tales	Inform

		Mouse Celebrates Winter Solstice	Lyric Poetry	Inform, Entertain
	January	How to Survive as a Fruitfly	Non-Fiction	Inform
		From Far Away (new student arriving, immigration)	Fiction- Autobiographical	Inform, entertain, inspire
		<u>The dreams of children – a photo essay</u>	Photo essay	Inspire
		The House that Cleaned Itself (biography, inspiration)	Biography	Inspire
	February	The Girl with a Mind for Math (black history)	Biography	Inspire
		Meet Willie O'Ree (black history)	Biography	Inspire
		Carson Crosses Canada (connect to social - regions)	Fiction	Inform, Entertain
		A Different Pond (figurative language)	Fiction	Inspire
		Other Words for Home (poetry)	Poetry	Entertain, inspire
	March	Anansi Tries to Steal all the Wisdom in the World (trickster tale)	Fiction	Entertain, inform
		A Ring of Tricksters	Fiction	Entertain, Inform
		https://www.cbc.ca/kidsnews/ , Canadian Reader	News Articles	Inform
Term 3: Connecting to the Land	April	Bunny Book Club (mentor text for story writing - plot and dialogue)	Fiction	Entertain
		The Great Eggscape (mentor text for story writing - problem and characters)	Fiction	Entertain
		Goldfish on Vacation (mentor text for story writing - setting)	Fiction	Entertain
	May	The Curious Garden, Peter Brown	Fiction	Entertain
		Grandpa Green, Smith (2011)	Fiction	Entertain
		The Tree, Layton (2016)	Fiction	Entertain
		Free as the Wind: Saving the Horses on Sable Island, Jamie Bastedo	Non-Fiction	Inform, inspire
		Song of the Waterboatman and Other Pond Poems, Joyce Sidman	Hybrid	Entertain, Inform

	June			