

ELA 5th Grade (1st QTR)

Activity/Week	1	2	3	4	5	6	7	8	9
<p>Reading Deep Structures Literature & Informational Text Comprehension Strategies</p> <p>RL5.1& RI 5.1-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Literature and Informational)</p> <ul style="list-style-type: none"> Quote or reference from a text when explaining what the text says explicitly. Quote or reference from a text when explaining inferences drawn from the text. <p>RL5.4*-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <ul style="list-style-type: none"> Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <p>RL5.9-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) in their approaches to similar themes and topics. <p>RI5.2-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <ul style="list-style-type: none"> Provides a statement of two or more main ideas of a text. Provides an explanation of how two or more main ideas are supported by key details. Provides a summary of the text. <p>RI5.4*- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <ul style="list-style-type: none"> Determines the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area. Determines the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area. <p>RI5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent. <p>RI5.7-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</p>	<p>Revisit the strategies: Questioning, Visualizing (Evoking Images) -Introduced in Fifth Grade - Images from a reader’s personal experience frequently become part of their comprehension - They can help or inhibit.), Schema</p> <p>All Year: Monitoring for Meaning (Introduced in Fifth Grade: Proficient readers are able to assume different “stances” toward a text. For example, the child can read a book from the point of view of different characters within it or a book reviewer or a writer seeking new techniques for his/her work.)</p> <p>Focus 1st QTR: Schema (Introduced in Fifth Grade: 1 - A proficient learner adapts his/her schema as he/she reads, converses with others and learns, deleting inaccurate informative (naive conceptions) adding to existing schema, and connecting chunks of knowledge to other related knowledge, opinions, and ideas. 2 - Proficient learners capitalize on five types of schema when comprehending text and learning new material: specific knowledge about the topic; general world knowledge (text to world connections) 3 - Teachers help reader build (actually create background knowledge on a given topic, author, text structure, etc.) schema should they find they lack adequate schema for a particular reading situation (knowing you don’t know)</p> <p>Suggested Genre Study Authors Resources/Materials</p>								
<p>Narrative form of informational</p> <p><i>Brothers at Bat:</i> The True Story of an Amazing All-Brother Baseball Team (Audrey Vernick)</p> <p><i>*Players in Pigtails</i> (Shana Corey, Rebecca Gibbon)</p> <p><i>Roberto Clemente:</i> Pride of the Pittsburgh Pirates (Jonah Winter)</p> <p><i>Mama Played Baseball</i> (David Adler)</p> <p><i>*Dirt On Their Skirt: The Story of the Young Women Who Won the World Championship</i> (Doreen Rappaport)</p> <p>*Comparison books</p> <p>Make connection to S/E topic of Respect and Empathy</p>				<p>Narrative form of informational</p> <p><i>We are the Ship:</i> The Story of Negro League Baseball (Kadir Nelson)</p> <p><i>Henry Aaron’s Dream:</i> (Tavares, Matt)</p> <p><i>Baseball Saved Us</i> (Ken Mochizuki)</p> <p><i>Girl Wonder:</i> A Baseball Story in Nine Innings (Deborah Hopkinson)</p> <p><i>*Mighty Jackie:</i> The Strike Out Queen (Marissa Moss)</p> <p>Make connection to S/E topic Accepting Differences</p>			<p>Expository</p> <p><i>She Loved Baseball:</i> The Effa Manley Story (Audrey Vernick)</p> <p><i>There Goes Ted Williams:</i> The Greatest Hitter Who Ever Lived (Matt Tavares)</p> <p><i>Mudball</i> (Matt Tavares)</p> <p><i>All Star!:</i> Honus Wagner and the Most Famous Baseball Card Ever (Jane Yolen)</p> <p><i>*The Girl Who Struck Out Babe Ruth</i> (Jean L.S. Patrick)</p> <p>Make connection to S/E topic Self-Discipline/Solving Problems</p>		

efficiently.

- Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources

*Continue throughout remaining quarters

Students should self-select independent reading materials through a variety of genres.

Surface Structure Skills (foundational skills) - Reading

RF.5.3*-Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.A-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4*Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.A-Read grade-level text with purpose and understanding.

RF.5.4.B- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.C-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Continue throughout remaining quarters

Writing - Deep Structures/Writer's Tools

W5.4*-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- I can clearly communicate my ideas for a given task, purpose and audience.

W5.5*-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

- I can plan, revise, edit and rewrite my _____ (essay, narrative, letter, summary, etc.) for publication.

W5.10*-(these are in every writing piece) 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, purposes, and audiences.

- I can write for different purposes, tasks and audiences, to clearly express my fully developed thoughts and ideas.

*Continue throughout the year

Pearson Writing Foundations Unit

(Routines, Rituals, and Artifacts: Writing)

30 Lessons + Pre/Post Assessment

Childtimes (Eloise Greenfield)

When I Was Young in the Mountains (Cynthia Rylant)

Nature!: Wild and Wonderful (Laurence Pringle)

House on Mango Street (Sandra Cisneros)

Come on, Rain (Karen Hesse)

My Mama Had a Dancing Heart (Libba Moore Gray)

What You Know First (Patricia MacLachlan)

Addressed in Social Studies

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

W.5.1.A-Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.B-Provide logically ordered reasons that are supported by facts and details.

W.5.1.C-Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

W.5.1.D-Provide a concluding statement or section related to the opinion presented.

- I can state my claim and support it with evidence from the text.
- I can consider claims when the point of view is changed.
- I can logically order my reasons for a claim and support them with facts and details.

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

W.5.2.A-Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.B-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C-Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.E-Provide a concluding statement or section related to the information or explanation presented.

- I can clearly introduce and conclude my topic, ideas and information.
- I can develop my topic by supporting with facts, definitions, concrete details, quotations, text features and multimedia.
- I can use academic vocabulary to enhance my writing.

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

W.5.3.A-Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B-Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.C-Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.D-Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.E-Provide a conclusion that follows from the narrated experiences or events.

- I can develop a sequential narrative using characters, setting, and plot.
- I can use dialogue, transitional words, and sensory details to develop my narrative.

Social Studies

Chapter One Geography of the United States (Journal Writing) **W5.3**

Chapter Three American Indian Cultural Regions (Persuasive Letter) **W5.1,**

Chapter Four How and Why Europeans Came to the Americas (Exploration Log) **W5.3,**

Chapter Five Routes of Exploration to the New World (Writing a news report) **W5.2, Unit**

One Summative: Presentation/Research (Native American Tribe or Explorer) **W5.2, , W5.6, W5.7, W5.9**

All Writing objectives are also addressed in Second Quarter.

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.

- I can research, utilizing reliable resources, accurately quote/cite my sources and communicate using my own words using technology.
- I can successfully 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.

- I can investigate the many aspects of the topic and use several resources to complete a short research project.

W.5.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can gather information from texts to analyze and reflect upon for my product.

Writing - Surface Structure Skills

L.5.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.5.1.B- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) 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.5.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.A- Use punctuation to separate items in a series.*

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.5.2.E- Spell grade-appropriate words correctly, consulting references as needed.

(Differentiated by student need) *Continue throughout the year

Language:

Conjunctions L5.1a

- *Schoolhouse Rock!: Season 2, Episode 2 Conjunction Junction (1973)*
- *If You Were a Conjunction* by Nancy Loewen
- *Just Me and 6,000 Rats A Tale of Conjunctions* by Rick Walton

Prepositions L5.1a

- *Prepositions: Harcourt Theme 6 Story 5*
- *Prepositions Schoolhouse Rock (Available on youtube)*
- *If You Were a Preposition* by Nancy Loewen
- *Around the House, The Fox Chased the Mouse (A Prepositional Tale)* by Rick Walton, Jim Bradshaw
- *Under, Over, by the Clover: What Is a Preposition? (Words Are Categorical)* by Brian P. Clearly

Verb tenses L5.1b

- *Verb Tenses: Harcourt Theme 5 Stories 2-3*
- *Regular/Irregular Verbs: Theme 5 Story 5*

Punctuation L5.2a

- *Punctuation Celebration*, by Elsa Knight Bruno
- *Punctuation Takes a Vacation*, by Robin Pulver
- *Twenty-Odd Ducks Why Every Punctuation Mark Counts* by Lynne Truss
- *Harcourt Theme 1: Stories 1 & 2...types of sentences*

Commas (introductory clauses) L5.2b-c

- *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!* by Lynne Truss

Quotation marks L5.2d

- *End of Trophies language book*

Spell grade-appropriate correctly consulting references as needed L5.2e

Suggested mentor texts: *Girl Wonder: A Baseball Story in Nine Innings* (Deborah Hopkinson)*
Baseball Saved Us (Ken Mochizuki)*
Oliver's Game (Matt Tavares)
The Babe and I (David A. Adler)

<p>Living Language - responding to text, speaking and listening</p> <p>SL.5.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>SL.5.1.B-Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2-Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3-Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>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.</p> <p>SL.5.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p style="text-align: right;">* Also used as a genre study author this quarter.</p> <p>Cross-curricular connections:</p> <p><u>Social Studies</u></p> <p>Chapter Two American Indians and Their Land (Interpret images through an act-it-out) SL5.1, SL5.2, SL5.3, SL5.6</p> <p>Chapter Three American Indian Cultural Regions (Perform Skits) SL5.1, SL5.2, SL5.3,SL5.6</p> <p>Chapter Four How and Why Europeans Came to the Americas (Four act-it-outs) SL5.1, SL5.2, SL5.3, SL5.6</p> <p>Unit One Summative: Presentation/Research (Native American Tribe or Explorer) SL5.4, SL5.5, SL5.6</p> <p style="text-align: center;">Technology Resources:</p> <p style="text-align: center;">Summative Assessment Social Studies: Presentation/Research (Technology includes: photostory) W5.6</p>
<p>WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>	

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<p>Reading Deep Structures Literature Informational Text Comprehension Strategies</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.5.4-Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5-Explain how a series of chapters or scenes fits together to provide the overall structure of a particular story or drama.</p> <p>RL.5.6-Describe how a narrator's or speaker's point of view influences how events are described.</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>RI.5.4*-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>* Continue throughout remaining quarters</p>	<p>Continue the strategies: Questioning, Visualizing, Schema.</p> <p>All Year: Monitoring for Meaning (Introduced in Fifth Grade: Proficient readers are able to assume different “stances” toward a text. For example, the child can read a book from the point of view of different characters within it or a book reviewer or a writer seeking new techniques for his/her work.)</p> <p>Focus 2nd QTR: Inference (Introduced in Fifth Grade: When they infer, proficient readers arrive at insight after struggling to understand complex concepts - AHA moment!)</p> <p style="text-align: center;">Suggested Genre Study Authors Resources/Materials</p> <table border="1" data-bbox="741 454 1829 1300"> <thead> <tr> <th data-bbox="741 454 1098 841"> Informational Author Study (Seymour Simon) <i>Danger! 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Surface Structure Skills (foundational skills) - Reading

RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words
5F5.4 Read with sufficient accuracy and fluency to support comprehension

Writing - Deep Structures/Writer's Tools

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- I can clearly communicate my ideas for a given task, purpose and audience.

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- I can plan, revise, edit and rewrite my _____ (essay, narrative, letter, summary, etc.) for publication.

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- I can write for different purposes, tasks and audiences, to clearly express my fully developed thoughts and ideas.

Addressed in Social Studies:

W5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1.A-Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W5.1.B-Provide logically ordered reasons that are supported by facts and details.

W.5.1.C-Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

W.5.1.D-Provide a concluding statement or section related to the opinion presented.

- I can state my claim and support it with evidence from the text.

Pearson Informative Writing

(Genre Study)

27 Lessons + Pre/Post Assessment

Daily Life in a Covered Wagon (Paul Erickson)

Destination: Jupiter (Seymour Simon)

Everglades (Jean Craighead George)

Exploding Ants: Amazing Facts about How Animals Adapt (Joanne Settel)

Planet Earth/Inside Out (Gail Gibbons)

Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times (Kate Waters)

The Brain: Our Nervous System (Seymour Simon)

The Most Beautiful Roof in the World: Exploring the Rainforest Canopy (Kathryn Lasky)

The Top of the World: Climbing Mt. Everest (Steve Jenkins)

Social Studies:

Chapter Six Early English Settlements (Paragraphs, Advertisements) **W5.1**

Chapter Seven Comparing the Colonies (Letter, Persuasive Presentation) **W5.1, W5.6**

Chapter Eight (Journal Entry) **W5.3**

Chapter Nine (Letter) **W5.1**

Unit 2 Summative Assessment: Colony Presentation **W5.2, W5.6, W5.7, W5.9**

- I can consider claims when the point of view is changed.
- I can logically order my reasons for a claim and support them with facts and details.

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

W.5.2.A-Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.B-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C-Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.E-Provide a concluding statement or section related to the information or explanation presented.

- I can clearly introduce and conclude my topic, ideas and information.
- I can develop my topic by supporting with facts, definitions, concrete details, quotations, text features and multimedia.
- I can use academic vocabulary to enhance my writing.

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

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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.

- I can research, utilizing reliable resources, accurately quote/cite my sources and communicate using my own words using technology.
- I can successfully 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.

- I can investigate the many aspects of the topic and use several resources to complete a short research project.

W.5.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can gather information from texts to analyze and reflect upon for my product.

Writing - Surface Structure Skills

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

L.5.1.B-Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

L.5.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.A-Use punctuation to separate items in a series.*

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.5.2.E-Spell grade-appropriate words correctly, consulting references as needed.

Language:

Interjections **L5.1a, L5.2c**

- [Schoolhouse Rock Season 1, Ep. 6 "Interjections"](#)

Conjunctions (correlative, i.e., neither/nor, either/or) **L5.1a**

- [Under, Over, by the Clover: What Is a Preposition? \(Words Are Categorical\)](#) by Brian P. Clearly
- [If You Were a Preposition](#) by Nancy Loewen
- [If You Were a Conjunction](#) by Nancy Loewen
- [Just Me and 6,000 Rats A Tale of Conjunctions](#) by Rick Walton

Prepositions **L5.1a**

- [Harcourt Theme 6 Story 5](#)
- [Around the House, The Fox Chased the Mouse](#) (A Prepositional Tale) by Rick Walton, Jim Bradshaw

Form and use perfect verb tenses **L5.1b**

- [Harcourt Theme 6 Story 1](#)

Commas (in a series) **L5.2a**

- [Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!](#) by Lynne Truss
- [Monarch Butterfly](#) (Gail Gibbons) - commas

Expand/combine sentences **L5.3a**

- [Harcourt Theme 2 Story 3](#)
- [Snakes](#) (Gail Gibbons)

Spell grade-appropriate correctly consulting references as needed **L5.2e**

[If Your Not Here, Please Raise Your Hand: Poems About School](#) By Kalli Dakos

L5.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

*Continue throughout the year

Living Language - responding to text, speaking and listening

SL.5.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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.B-Follow agreed-upon rules for discussions and carry out assigned roles.

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.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

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,

Cross-Curricular Connections: *Social Studies*

Chapter Six Early English Settlements (Paragraphs, Advertisements, Act-it-out) **SL5.1, SL5.2, SL5.3**

Chapter Seven Comparing the Colonies (Persuasive Presentation) **SL5.1, SL5.2, SL5.3**

Chapter Eight (Role Play) **SL5.1, SL5.6**

Chapter Nine (Role Play) **SL5.1, SL5.6**

Unit 2 Summative Assessment: Colony Presentation **SL5.4, SL5.5, SL5.6**

Technology Resources:

Summative Assessment Social Studies: RAFT - Letter to the Editor
(Technology includes: powerpoint, movie maker/photostory, word processing for brochure, journal, letters)
W5.6

<p>sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>SL.5.6</u>-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p> <p style="text-align: center;">*Continue throughout remaining quarters W5.6</p>	
<p>WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>	

5th Grade ELA (3rd QTR)

Activity/Week	1	2	3	4	5	6	7	8	9
<p>Reading Deep Structures Literature Informational Text Comprehension Strategies</p> <p><u>RL.5.2</u>-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.</p> <ul style="list-style-type: none"> • <p><u>RL.5.4*</u>-Determine the meaning of words and phrases as they are used in a text, including figurative language such</p>	<p><u>Revisit the strategies:</u> Questioning, Visualizing (Evoking Images), Schema, Inference.</p> <p><u>All Year:</u> Monitoring for Meaning</p> <p><u>Focus 3rd QTR:</u> Determining Importance</p> <p>Proficient learners make purposeful and spontaneous decisions about what is important in text at the : word level (words that carry the meaning are contentives - words that connect are functors --- contentives tend to be more important to the overall meaning of passage than functors.</p>								

as metaphors and similes.

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

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).

-

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

-

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. Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) in their approaches to similar themes and topics. *Continue throughout remaining quarters

Synthesize

Proficient readers maintain a cognitive synthesis as they read. They monitor the overall meaning and themes in the text as they read and are aware of the ways text elements "fit together" to create that overall meaning and theme.

Genre Study Authors Resources/Materials

<p>Narrative</p> <p><i>Pink and Say</i> (Patricia Polacco) <i>Henry's Freedom Box</i> (Ellen Levine)</p>	<p>Narrative</p> <p><i>If a Bus Could Talk: The Story of Rosa Parks</i> (Faith Ringgold)</p>	<p>Narrative</p> <p>A Taste of Colored Water (Matt Faulkner)</p>
<p>Informational</p> <p><i>Ruby Bridges Goes to School</i> (Ruby Bridges) <i>The Story of Ruby Bridges</i> (Robert Coles)* <i>Through My Eyes</i> (Biography-Ruby Bridges)*</p>	<p>Informational</p> <p><i>Rosa</i> (Nikki Giovanni)</p>	<p>Informational</p> <p>As Good as Anybody: Martin Luther King and Abraham Joshua Heschel's Amazing March Toward Freedom (Richard Michelson)</p> <p><i>Martin's Big Words</i> (Doreen Rappaport)</p>
<p>*Comparison Text</p> <p>Make connection to S/E topic Honesty and Gossip</p>		<p>Make connection to S/E topic Emotional Management</p>

Surface Structure Skills (foundational skills) - Reading

RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words

5F5.4 Read with sufficient accuracy and fluency to support comprehension

*Continue throughout remaining quarters

Writing - Deep Structures/Writer's Tools

W5.4*-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- I can clearly communicate my ideas for a given task, purpose and audience.

W5.5*-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

- I can plan, revise, edit and rewrite my _____ (essay, narrative, letter, summary, etc.) for publication.

W5.10*-(these are in every writing piece) 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, purposes, and audiences.

- I can write for different purposes, tasks and audiences, to clearly express my fully developed thoughts and ideas.

Addressed in Social Studies

Pearson Research Writing

& Gary Paulsen Author Study Begins
(Genre Study)

(Pre/Post Assessment front-loading lessons 1-5, 20 additional lessons)

Whole Class - Canyons, The Crossing, Woods Runner

Small Groups - Brian's Return, Brian's Winter, Hatchet, The Haymeadow, Mr. Tucket, The River

Other recommended Paulsen texts: Dogsong, Tracker, The Winter Room, The Crossing, Nightjohn, The Car, Sarny, Guts: The True Story Behind Hatchet and the Brian Books

Social Studies:

Chapter Ten Tensions Grow Between the Colonies and Great Britain (If History Changed - story writing & Write a song verse)
W5.1, W5.2

Chapter Eleven To Declare Independence or Not (Panel Debate, Reciting a Speech, Letter Writing) **W.5.2**

W5.1-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1.A-Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W5.1.B-Provide logically ordered reasons that are supported by facts and details.

W.5.1.C-Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

W.5.1.D-Provide a concluding statement or section related to the opinion presented.

- I can state my claim and support it with evidence from the text.
- I can consider claims when the point of view is changed.
- I can logically order my reasons for a claim and support them with facts and details.

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

W.5.2.A-Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.B-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C-Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

W.5.2.D-Use precise language and domain-specific

Chapter Twelve The Declaration of Independence (Skits, Create a Plaque) **W5.3**

Chapter Thirteen The American Revolution (Writing and Illustrating experiences of slaves/American Indians) **W5.3**

vocabulary to inform about or explain the topic.

W.5.2.E—Provide a concluding statement or section related to the information or explanation presented.

- I can clearly introduce and conclude my topic, ideas and information.
- I can develop my topic by supporting with facts, definitions, concrete details, quotations, text features and multimedia.
- I can use academic vocabulary to enhance my writing.

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

W.5.3.A—Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B—Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.C—Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.D—Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.E—Provide a conclusion that follows from the narrated experiences or events.

- I can develop a sequential narrative using characters, setting, and plot.
- I can use dialogue, transitional words, and sensory details to develop my narrative.

Writing - Surface Structure Skills

L.5.1.B—Form and use the perfect (e.g., *I had walked*; *I*

Language:

<p><i>have walked; I will have walked</i>) verb tenses.</p> <p>L.5.1.C-Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.D-Recognize and correct inappropriate shifts in verb tense.*</p> <p>L.5.2.D-Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E -Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.A-Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.B-Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<p>Use verb tenses to convey various times, sequences, states, and conditions L5.1c</p> <p>Recognize and correct inappropriate shifts in verb tense. L5.1d</p> <p>Use underlining, quotation marks, or italics to indicate titles of works L5.2d</p> <ul style="list-style-type: none"> • Use end of Trophies Language book. <p>Spell grade-appropriate correctly consulting references as needed L5.2e</p>
<p>Living Language - responding to text, speaking and listening</p> <p>SL.5.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Cross-Curricular Connections Social Studies:</p> <p>Chapter Ten Tensions Grow Between the Colonies and Great Britain (If History Changed - story writing & Write a song verse) W5.1, W5.2</p> <p>Chapter Eleven To Declare Independence or Not (Panel Debate,</p>

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.B-Follow agreed-upon rules for discussions and carry out assigned roles.

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.5.1.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.

SL.5.6-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

Reciting a Speech, Letter Writing) **W.5.2**

Chapter Twelve The Declaration of Independence (Skits, Create a Plaque) **W5.3**

Chapter Thirteen The American Revolution (Writing and Illustrating experiences of slaves/American Indians) **W5.3**

Unit 3 Summative Assessment: RAFT - Letter to the Editor
SL5.4, SL5.5, SL5.6

Technology Resources:

<http://www.randomhouse.com/features/garypaulsen/index.html>

(Students can write letters to Gary Paulsen and visit website to learn more about him. Students can also create an audio recording in response to the text. Students can compare/contrast two Gary Paulsen novels by creating a digital presentation to share with classmates.)

Summative Assessment Social Studies: RAFT - Letter to the Editor

(Technology includes: word processing)

W5.6

WIDA English Language Development Standard 1:

English Language learners communicate for Social and Instructional purposes within the school setting.

WIDA English Language Development Standard 2:

English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

5th Grade ELA (4th QTR)

Activity/Week	1	2	3	4	5	6	7	8	9												
<p align="center">Reading Deep Structures Literature Informational Text Comprehension Strategies</p> <p><u>RI4*</u>- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area. (1) • Demonstrates the ability to determine the meaning of domain-specific words or phrases in a text relevant to grade 5 topics or subject area. (2) <p><u>RI5.9</u> - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <ul style="list-style-type: none"> • Provides a statement that integrates information from several texts on the same topic. (1) 	<p>Revisit the strategies: Questioning, Visualizing, Schema, Inference, Determining Importance, Synthesize.</p> <p>All Year: Monitoring for Meaning</p> <p>Focus 4th QTR: Visualizing (in-depth)</p> <p align="center">Genre Study Authors Resources/Materials</p> <table border="1" data-bbox="1037 1027 1934 1508"> <thead> <tr> <th data-bbox="1037 1027 1310 1079">Poetry</th> <th data-bbox="1316 1027 1589 1079">Poetry</th> <th data-bbox="1596 1027 1934 1079">Poetry</th> </tr> </thead> <tbody> <tr> <td data-bbox="1037 1084 1310 1190"> <i>Picture Yourself Writing Poetry: Using Photos to Inspire Writing</i> (Laura Salas) </td> <td data-bbox="1316 1084 1589 1190"> <i>Peaceful Pieces: A Poem About Peace</i> (Anna Grossnickle-Hines) </td> <td data-bbox="1596 1084 1934 1190"> <i>Mirror Mirror</i> (Marilyn Singer) <i>Guyku*</i> (Bob Raczka, Peter H. Reynolds) </td> </tr> <tr> <td data-bbox="1037 1195 1310 1284"> <i>A Revolutionary Field Trip: Poems of Colonial America</i> (Susan Katz) </td> <td data-bbox="1316 1195 1589 1325"> Graphic Novels <i>The Top Secret Adventure of John Darragh: Revolutionary War Spy</i> (Peter Roop) </td> <td data-bbox="1596 1195 1934 1284"> <i>Dogku*</i> (Andrew Clementes) <i>Love That Dog</i> (Sharon Creech) </td> </tr> <tr> <td data-bbox="1037 1289 1310 1508"> Graphic Novels <i>The Road to Revolution!</i> (Cartoon Chronicles of America) (Susan Champlin) </td> <td data-bbox="1316 1289 1589 1508"> Picture Books <i>Let It Begin Here!:</i> Lexington & Concord: First Battles of the American Revolution </td> <td data-bbox="1596 1289 1934 1508"> Graphic Novels <i>Graphic Biographies</i> (Saddleback Educational Publishing) George Washington Ben Franklin Thomas Edison Thomas Jefferson </td> </tr> </tbody> </table> <p>*Comparison text</p>									Poetry	Poetry	Poetry	<i>Picture Yourself Writing Poetry: Using Photos to Inspire Writing</i> (Laura Salas)	<i>Peaceful Pieces: A Poem About Peace</i> (Anna Grossnickle-Hines)	<i>Mirror Mirror</i> (Marilyn Singer) <i>Guyku*</i> (Bob Raczka, Peter H. Reynolds)	<i>A Revolutionary Field Trip: Poems of Colonial America</i> (Susan Katz)	Graphic Novels <i>The Top Secret Adventure of John Darragh: Revolutionary War Spy</i> (Peter Roop)	<i>Dogku*</i> (Andrew Clementes) <i>Love That Dog</i> (Sharon Creech)	Graphic Novels <i>The Road to Revolution!</i> (Cartoon Chronicles of America) (Susan Champlin)	Picture Books <i>Let It Begin Here!:</i> Lexington & Concord: First Battles of the American Revolution	Graphic Novels <i>Graphic Biographies</i> (Saddleback Educational Publishing) George Washington Ben Franklin Thomas Edison Thomas Jefferson
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<p><u>RF3*/RF4**</u>Continue throughout remaining quarters (see quarter 1)</p> <p><u>RL5.9</u>-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <ul style="list-style-type: none"> Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) in their approaches to similar themes and topics. 	<p>Picture Books</p> <p><i>Independent Dames</i> (Laurie Halse Anderson)</p> <p><i>George vs. George: The American Revolution as Seen from Both Sides</i> (Rosalyn Schanzer)</p> <p>Make connection to S/E topic Emotional Management</p>	<p>(Dennis Brindell Fradin)</p> <p>Wordless Picture Books</p> <p>Author Study (David Wiesner) <i>Flotsom</i> <i>Tuesday</i> <i>Sector 7</i> <i>Freefall</i></p> <p>Make connection to S/E topic Perseverance</p>	<p>Picture Books <i>The Giving Tree</i> (Shell Silverstein)</p> <p>Wordless Picture Books <i>The Red Book</i> (Barbara Lehman)</p> <p><i>Chalk</i> (Bill Thomson)</p> <p>Make connection to S/E topic Compassion</p>
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Surface Structure Skills (foundational skills) - Reading

- RF5.3** Know and apply grade-level phonics and word analysis skills in decoding words
5F5.4 Read with sufficient accuracy and fluency to support comprehension

Writing - Deep Structures/Writer's Tools

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.

- I can research, utilizing reliable resources, accurately quote/cite my sources and communicate using my own words using technology.
- I can successfully type a minimum of two pages in a single sitting.

W.5.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can gather information from texts to analyze and reflect upon for my product.
W10*

Addressed in Social Studies:

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

W.5.2.A-Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.B-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Gary Paulsen Author Study Continues

(Genre Study)

(Pre/Post Assessment front-loading lessons 1-5, 20 additional lessons)
Whole Class - Canyons, The Crossing, Woods Runner

Small Groups - Brian's Return, Brian's Winter, Hatchet, The Haymeadow, Mr. Tucket, The River

Other recommended Paulsen texts: Dogsong, Tracker, The Winter Room, The Crossing, Nightjohn, The Car, Sarny, Guts: The True Story Behind Hatchet and the Brian Books

Social Studies:

Chapter Fourteen The Constitution (Writing a Summary) **W5.2**

Chapter Fifteen The Bill of Rights (Tableau Vivant) **W5.3**

Chapter Sixteen Manifest Destiny and Settling the West (Create a comic-book panel, Journal Entry) **W5.3**

<p><u>W.5.2.C</u>-Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p><u>W.5.2.D</u>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>W.5.2.E</u>-Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • I can clearly introduce and conclude my topic, ideas and information. • I can develop my topic by supporting with facts, definitions, concrete details, quotations, text features and multimedia. • I can use academic vocabulary to enhance my writing. <p><u>W.5.3</u>-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Chapter Seventeen The Diverse Peoples of the West (Perform interactive dramatizations)</p>
<p style="text-align: center;">Writing - Surface Structure Skills</p> <p><u>L.5.1.D</u>-Recognize and correct inappropriate shifts in verb tense.*</p>	<p style="text-align: center;">Language:</p> <p>Use verb tenses to convey various times, sequences, states, and conditions L5.1c,</p> <p>Recognize and correct inappropriate shifts in verb tense. L5.1d</p> <p>Use underlining, quotation marks, or italics to indicate titles of works L5.2d</p> <p>Spell grade-appropriate correctly consulting references as needed L5.2e</p>
<p>Living Language - responding to text, speaking and listening</p> <p><u>SL.5.1</u>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>SL.5.1.A</u>-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.</p> <p><u>SL.5.1.B</u>-Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>SL.5.1.C</u>-Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><u>SL.5.1.D</u>-Review the key ideas expressed and draw conclusions in light of information and</p>	<p>Social Studies:</p> <p>Chapter Fourteen The Constitution (Writing a Summary) SL5.2</p> <p>Chapter Fifteen The Bill of Rights (Tableau Vivant) SL5.6, SL5.3</p> <p>Chapter Sixteen Manifest Destiny and Settling the West (Create a comic-book panel, Journal Entry)</p> <p>Chapter Seventeen The Diverse Peoples of the West (Perform interactive dramatizations) SL5.1, SL5.3, SL5.6</p> <p style="text-align: right;">Technology Resources: http://www.randomhouse.com/features/garypaulsen/index.html (Students can write letters to Gary Paulsen and visit website to learn more about him. Students can also create an audio recording in response to the text. Students can compare/contrast two Gary Paulsen novels by creating a digital presentation to share with classmates.)</p>

<p>knowledge gained from the discussions.</p> <p><u>SL.5.6</u>-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p>Summative Assessment Social Studies: Marketing Campaign For or Against Adoption of the Constitution (Technology includes: word processing, powerpoint, photo story, audio/video commercials) W5.6</p>
<p>WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>	