

Module 1: Unit 1	Module 1: Unit 2	Module 1: Unit 3	Module 2: Unit 4	Module 2: Unit 5	Module 2: Unit 6	Module 3: Unit 7	Module 3: Unit 8	Module 3: Unit 9	Module 4: Unit 10	Module 4: Unit 11	Module 4: Unit 12
Intro to Literature	Intro to Informational	Tying it together!	Developing Literature	Developing Informational	Ready to Research	Writing to Literature	Writing to Informational	Comprehending Literature	Comprehending Information	Test Prep	Research
Reading Literature/Informational Text			Reading Literature/Informational Text			Reading Literature/Informational Text			Reading Literature/Informational Text		
(Always in play) RL.5.1 RL.5.10	Always in play) RI.5.1 RI.5.10	(Always in play) RL.5.1 + RL.5.10 RI.5.1 + RI.5.10	(Always in play) RL.5.1 RL.5.10	(Always in play) RI.5.1 RI.5.10	(Always in play) RL.5.1 + RL.5.10 RI.5.1 + RI.5.10	(Always in play) RL.5.1 RL.5.10	(Always in play) RI.5.1 RI.5.10	(Always in play) RL.5.1 RL.5.10	(Always in play) RL.5.1 RL.5.10	(Always in play) RL.5.1 + RL.5.10 RI.5.1 + RI.5.10	(Always in play) RL.5.1 + RL.5.10 RI.5.1 + RI.5.10
(Power) RL.5.2 RL.5.4	(Power) RI.5.2	(Power) RL.5.2	(Power) RL.5.4 RL.5.6	(Power) RI.5.6 RI.5.8	(Power) RL.5.9	(Power) RL.5.2 RL.5.3 RL.5.5	(Power) RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.8 RI.5.9	(Power) RL.5.2 RL.5.4 RL.5.6 RL.5.9	(Power) RI.5.2 RI.5.6	(Power) RL.5.2 RL.5.4 RL.5.6 RL.5.9 RI.5.2 RI.5.6	(Power) RL.5.9
(Supporting) RL.5.3 RL.5.5 RL.5.7	(Supporting) RI.5.4	(Supporting) RL.5.3 RL.5.5	(Supporting) RL.5.3 RL.5.5 RL.5.7	(Supporting) RI.5.5 RI.5.7 RI.5.9	(Supporting) RL.5.5 RI.5.3 RI.5.7 RI.5.9	(Supporting) RL.5.4 RL.5.6 RL.5.7 RL.5.9	(Supporting) RI.5.4 RI.5.7	(Supporting) RL.5.3 RL.5.5	(Supporting) RI.5.3 RI.5.4 RI 5.5 RI.5.9	(Supporting) RL.5.3 RL.5.9 RI.5.3 RI.5.4 RI.5.5 RI.5.9	(Supporting) RI.5.3 RI.5.9
Writing			Writing			Writing			Writing		
(Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5	Always in play) W.5.5
(Power) W.5.9a &	(Power) W.5.1	(Power) W.5.3	Power W.5.1	Power W.5.2a-e	Power W.5.7	Power	Power W.5.1	Power	Power	Power	Power W.5.7

b		W.5.7 W.5.9a-b			W.5.9a-b		W.5.2				W.5.9A-B
(Supporting) W.5.4 W.5.10	(Supporting) W.5.5 W.5.10	(Supporting) W.5.6 W.5.10	(Supporting) W.5.4 W.5.5 W.5.10	(Supporting) W.5.5 W.5.6 W.5.8	(Supporting) W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	(Supporting) W.5.3 W.5.5	(Supporting)	(Supporting)	(Supporting)	(Supporting)	(Supporting) W.5.4 W.5.5 W.5.6 W.5.8 W.5.10
Language			Language			Language			Language		
(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6	(Always in play) L.5.6
(Power) L.5.3a L.5.5	(Power) L.5.3 L.5.4a-c	(Power) L.5.3 L.5.5a-c	(Power) L.5.3a L.5.5	(Power) L.5.4a-c	(Power) L.5.4a-c	(Power)	(Power)	(Power) L.5.4a-c L.5.5	(Power) L.5.4a-c L.5.5	(Power) L.5.4a-c L.5.5	(Power) L.5.4A-C
(Supporting) L.5.2a-e	(Supporting)	(Supporting) L.5.1 L.5.2a-e	(Supporting) L.5.2a-e	(Supporting) L.5.2a-e	(Supporting) L.5.1	(Supporting) L.5.1 L.5.2 L.5.3	(Supporting) L.5.1 L.5.2 L.5.3	(Supporting)	(Supporting)	(Supporting)	(Supporting) L.5.1
Speaking & Listening			Speaking & Listening			Speaking & Listening			Speaking & Listening		
(Power) (Supporting) SL.5.1a-c	(Power) (Supporting) SL.5.1a-c SL.5.3	(Power) (Supporting) SL.5.1d	(Power) SL.5.3 (Supporting)	(Power) SL.5.2 (Supporting)	(Power) SL.5.1a-d SL.5.2 SL.5.4 (Supporting) SL.5.5	(Power) (Supporting)	(Power) (Supporting)	(Power) (Supporting)	(Power) (Supporting)	(Power) (Supporting)	(Power) SL.5.1A-D (Supporting)
Reading Foundational			Reading Foundational			Reading Foundational			Reading Foundational		
(Always in play) RF.5.3	Always in play) RF.5.3	Always in play) RF.5.3	(Always in play) RF.5.3	Always in play) RF.5.3	Always in play) RF.5.3	(Always in play) RF.5.3	Always in play) RF.5.3	Always in play) RF.5.3	(Always in play) RF.5.3	Always in play) RF.5.3	Always in play) RF.5.3

Fifth Grade: ELA Curriculum Guide

Unit 1: Weeks 1-3 Introduction to Literature

Essential Questions: How is the theme supported by the experiences of the characters throughout the story, drama, or poem? How is the theme of a poem supported by the speaker's point of view on a topic?

Reading for Literature

CCSS Literature	Literature Outcomes (I can...)	Content
Power Standards: Key Ideas and Details: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text Craft and Structure: 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.	POWER STANDARDS RL.5.2 <ul style="list-style-type: none"> I can determine the theme of a story using details in a text. I can determine the theme of a poem from details using text. I can explain the characters actions from text. I can explain the speakers' point of view in a poem. I can summarize the text. RL.5.4 <ul style="list-style-type: none"> I can determine the meaning of words or phrases as they are used in text. SUPPORTING STANDARDS RL.5.3 <ul style="list-style-type: none"> I can compare and contrast the interaction of two or more characters in a story or drama. I can compare and contrast the settings in a story or drama. I can compare and contrast the details in a story or drama. RL.5.5 <ul style="list-style-type: none"> I can explain the structure of a drama using scenes. I can explain the structure of a poem using stanzas. I can describe how a narrator's point of view influences how events are 	Comprehension Skills: Theme, summarize, problem and solution, story elements, text structure of story, drama, and poem, tone, imagery, illustrations Comprehension Strategies: Summarize, compare and contrast (suggestions: Such as Venn diagram, double bubble map, character analysis chart, plot line) Link for graphic organizers: http://fcrr.org/for-educators/sca_4-5.asp Vocabulary Strategies: Figurative language (similes, metaphors, idioms), context clues Suggested Text Selections/Short Pieces: Drama: SS Reader's Theater Reader's Theater Website: http://www.teachingheart.net/readers theater.htm http://www.thebestclass.org/rtscripts.html Wonders Workshop: Unit 3, Week 2, Survivaland Unit 1, Week 2, White Water Adventure Wonders Anthology: Unit 6, Week 1, The Unbreakable Code Unit 3, Week 2, Weslandia
Supporting Standards: Key Ideas and Details: 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). Craft and Structure: RL. 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Integration of Knowledge and Ideas: 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, and poem).

described.

RL5.7

- I can analyze how multimedia elements contribute to the meaning, tone, or beauty of a text.

Story:

Trade Books: see list on 5th Grade Drop Box
Mr. Peabody's Apples (by Madonna)

Read Alouds:

Wonders

Unit 1, Week 2 "Shelter in a Storm"
Unit 2, Week 5 "How to Make a Friend"
Unit 3, Week 2 "Lucia the Hummingbird"
Unit 6, Week 1 "Hope for the Troops"

Poem:

Wonders Workshop:

Unit 2, Week 5 "A Simple Plan"
Unit 4, Week 4 "Power From Nature"
Unit 6, Week 5 "To Travel!"

Wonders Anthology

Unit 2, Week 5, "Foul Shot"
Unit 4, Week 4, "Words Free as Confetti", "Dreams", and "A Story of How a Wall Stands"
Unit 6, Week 5, "You Are My Music", "You and I", and "A Time to Talk"

Wonders Leveled Readers:

-Pull Leveled Readers to match weekly stories for extra texts

Links:

www.ReadWorks.org
www.readwritethink.org
www.AtoZreading.org ????(need an account/ \$)
http://fcrr.org/for-educators/sca_4-5.asp (Graphic Organizers & Activities)
http://teacher.depaul.edu/Fiction_Readings.htm#Grade5
(Fiction Texts)

Audio/ video links:

www.brainpop.com
www.flocabulary.com
www.youtube.com
www.storylineonline.net
<http://linebaugh.org/>

Assessment:

Common Assessments (Essential Skills Tests)
Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door, etc
Wonders TCAP Weekly

Writing

CCSS Writing

Power Standards:

Research to Build and Present Knowledge:

W.5.9 a & b

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

a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Supporting Standards:

Production and Distribution of Writing:

W.5.4

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

Range of Writing:

W.5.10

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

Writing Outcomes (I can...)

POWER STANDARDS

RL.5.9 a & b

- I can draw evidence from literature to support analysis through comparing and contrasting.
- I can reflect on the literary text (describe in depth setting, characters, or events in a story).
- I can support analysis of informational text using reasons and evidence to support particular points.
- I can research using informational text.

SUPPORTING STANDARDS

W.5.4

- I can produce clear and coherent writing that is appropriate to the task or purpose.

W.5.10

- I can write a variety of specific text over an extended time frame.
- I can write a variety of specific text over a shorter time frame (day or two).

Content

Activities/ tasks/ writing prompts:

Wonders Workshop:

-Each week there is a featured writing trait that is helpful to use

TNCORE analytic summaries:

http://tncore.org/english_language_arts/assessment/sample_assessments/grade4-5.aspx

Unpacking the Prompt: Locate the verbs of each sentence, create an expectation box for the prompt

Larry Bell's UNRAAVEL

Cornell Notes: 2-column notes

(MI on one side/details on the other) etc

Virtual Paragraph: Have sentences strips with main idea, key details, irrelevant sentences, conjunctions, and transitions. Have students take a sentence strip and create a human paragraph with the class's help.

Outlines: Students need to practice first with bulleted outlines. Students will learn how to create major topics for a paragraph and supporting details.

www.tncore.org – provides ELA Units and practice Writing Assessments

Wonders Unit 1 Week 3

“Camping with the President” & “A Walk with Teddy”

Students have to compare and combine the text to write an information piece on Teddy Roosevelt (actual worksheets in the Drop Box)

-Write across ALL subject areas

Language

CCSS Language

Power Standards:
Knowledge of Language:
L.5.3a
 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Vocabulary Acquisition and Use:
L.5.5
 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 a. Interpret figurative language, including similes and metaphors, in context.
 b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Supporting Standards:
Conventions of Standard English:
L.5.2a-e
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 a. Use punctuation to separate items in a series.
 b. Use a comma to separate an introductory element from the rest of the sentence.
 c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to

Language Outcomes (I can...)

POWER STANDARDS
L.5.3a

- I can use knowledge to expand sentences for meaning, interest, and style.
- I can use knowledge to combine sentences for meaning, interest, and style.
- I can use knowledge to reduce sentences for meaning, interest, and style.

L.5.5 a-c

- I can interpret figurative language (similes and metaphors) in context.
- I can recognize and explain meaning of common idioms, adages, and proverbs.
- I can use the relationship between particular words (synonyms, antonyms, and homographs) to understand meaning of each of the words.

SUPPORTING STANDARDS
L.5.2a-e

- I can punctuate to separate items in a series.
- I can use a comma to separate an introductory element (dependent clause, prepositional phrases, etc...) from the rest of the sentence.
- I can use a comma to set off introductory words (such as Yes, or No,) in a sentence.
- I can set off a tag question from the rest of the sentence (It's true, isn't it?).
- I can indicate direct address by using a comma before or after a name (Is that you, Steve? or Steve, is that you?)
- I can use underlining, quotation marks, or italics to indicate titles of works.

Content

Grammar Skills:
 Combining sentences, compound, complex sentences
 Conjunctions, complete sentences, run-on sentences, similes, metaphors, idioms, adages, proverbs, analogies, usage of commas, quotations,

Grammar Strategies/ Activities:
Grammar In Context: Use your reading texts to pull language lessons. Students can identify their language skills they are learning within the text.

Vocabulary Costume Project: Students will be given vocabulary terms (Science/SS as well). Students dress up as the word and present to the class. (Speaking/Listening standards)

Suggested Grammar Resources:
Red Writing and Grammar WB
 Page T24 & T34 (Combining Sentences)
 Lesson 4 Compound & Complex Sentences
 Lesson 27 Conjunctions
 Pages TN 32 (Figurative Language)
 Lesson 28 Commas
 Lesson 29 Quotations

Assessments:
 Common Assessments
 Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door, etc
 Teacher Made Quizzes

<p>set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>		
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<p><u>Power Standards:</u> none</p>	<p><u>POWER STANDARDS:</u> none</p>	<p>Accountable Talk Toolkit: Located in the 5th grade Drop Box in the 5th Grade Share folder</p>
<p><u>Supporting Standards:</u> Comprehension and Collaboration: SL.5.1 a-c 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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><u>SUPPORTING STANDARDS</u> SL.5.1 a-c</p> <ul style="list-style-type: none"> • I can read and study to prepare for discussion. • I can follow rules for discussion. • I can carry out assigned roles for discussion. • I can ask questions in a discussion. • I can respond to specific questions in a discussion. 	

Standards that are ongoing throughout the year:

Key Ideas and Details: RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF. 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL. 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF. 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 2: Weeks 4-6 Introduction to Information

Essential Questions: What are the multiple main ideas that an author conveys in one text? How does the author use details to support each of those main ideas within the text?

Reading Information

CCSS Information	Information Outcomes (I can...)	Content
<p><u>Power Standards:</u> Key Ideas and Details: RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><u>POWER STANDARDS</u> RI.5.2</p> <ul style="list-style-type: none"> • I can determine the main ideas of a text. • I can explain how the main idea is supported by keys details. • I can summarize the text. 	<p><u>Comprehension Skills:</u> Main Idea, Supporting Details, Context Clues, Conclusions, Vocabulary in Context</p> <p><u>Comprehension Strategies:</u> Summarize: Have students write the main idea on the middle of an index cards and 4 supporting details (one in each corner), and then write a summary.</p> <p>Someone, wanted, but, then so...(fiction) -Use these words to begin sentences as you create a summary</p> <p>8 Word Summary: Have students choose 8 key words/phrases from the passage, then flip their text over, and using those 8 words/phrases create a summary.</p> <p>Margin Main Idea: Teach students to write 2-3 words highlighting the main idea of each paragraph when reading.</p> <p>Stop Light Main Idea: Green- MI, Yellow- subtopics, Red- details. Have the students use the 3 colors to underline a paragraph and then defend their answers.</p>
<p><u>Supporting Standards:</u> Craft and Structure: RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><u>SUPPORTING STANDARDS</u> RI.5.4</p> <ul style="list-style-type: none"> • I can determine the meaning of 5th grade vocabulary and phrases in a text. 	<p><u>Vocabulary Strategies:</u> Decomposing the word, Context Clues, Word Webs, Latin/Greek Roots, Synonym and Antonyms, Text Features, Relevant Context Clues</p> <p><u>Suggested Text Selections/Short Piece:</u></p> <p><i>Wonders Workshop:</i> Unit 3 (all weeks) Unit 4 Week 3 “Fredrick Douglass: Freedom’s Voice” Unit 4 Week 4 “Power From Nature” Unit 6 Week 1 “Shipped Out” Unit 6 Week 2 “ The Bully”</p>

Wonders Anthology:

Unit 3 (all weeks)

Unit 4, Week 3 “Rosa” and “Our Voices, Our Votes”

Unit 4, Week 4 “One Well” and “The Dirt on Dirt”

Unit 6, Week 1 “The Unbreakable Code” and “Allies in Action”

Unit 6, Week 2 “The Friend Who Changed My Life” and “A Guide to Getting Along”

Wonders Leveled Readers:

-Pull Leveled Readers to match weekly stories for extra texts

Links:

www.ReadWorks.org

www.readwritethink.org

www.AtoZreading.org (need an account/\$)

http://fcrr.org/for-educators/sca_4-5.asp (Graphic Organizers & Activities)

http://teacher.depaul.edu/Nonfiction_Readings.htm (Great Nonfiction Texts)

<http://linebaugh.org/>

Audio/ video links:

www.brainpop.com

www.flocabulary.com

www.youtube.com

www.storylineonline.net

Assessment:

Common Assessments (Essential Skills Tests)

Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door

Wonders TCAP Weekly

Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> Text Types and Purposes: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.</p>	<p><u>POWER STANDARDS</u> W.5.1a</p> <ul style="list-style-type: none"> I can introduce a topic or text clearly based on writer's purpose. I can create an organized text with ideas supporting writer's purpose. I can state an opinion about the writer's purpose. <p>W.5.1b</p> <ul style="list-style-type: none"> I can support reasons giving facts and details. <p>W.5.1c</p> <ul style="list-style-type: none"> I can use words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>, etc...) to link opinion with reasons. <p>W.5.1d</p> <ul style="list-style-type: none"> I can provide a conclusion related to the opinion. 	<p><u>Activities/ tasks/ writing prompts:</u> Wonders Workshop: -Each week there is a featured writing trait that is helpful to use</p> <p>Unpacking the Prompt: Locate the verbs of each sentence, and create an expectation box for the prompt.</p> <p>Larry Bell's UNRAAVEL</p> <p>Cornell Notes: 2-column notes (Opinion on one side/supporting reasons on the other) etc</p> <p>Outlines: Students need to practice first with bulleted outlines. Students will give 3 reasons for their opinion and then elaborate with details.</p> <p>Virtual Paragraph: Have sentences strips with main idea, key details, irrelevant sentences, conjunctions, and transitions. Have students take a sentence strip, and create a human paragraph with the class's help.</p> <p>www.tncore.org – provides ELA Units and practice Writing Assessments</p> <p>-Write across ALL subject areas</p>
<p><u>Supporting Standards:</u> Production and Distribution of Writing: W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) Range of Writing: W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p><u>SUPPORTING STANDARDS</u> W5.5</p> <ul style="list-style-type: none"> I can develop and strengthen the writing process through planning with guidance from peers and adults. I can revise and edit writing with guidance and support from peers and adults. I can rewrite or try a new approach through guidance from peers and adults. <p>W5.10</p> <ul style="list-style-type: none"> I can write a variety of specific text over an extended time frame. I can write a variety of specific text over a shorter time frame (day or two). 	

range of discipline-specific tasks, purposes, and audiences.

Language

CCSS Language

Power Standards:

Knowledge of Language:

L.5.3a

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

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

Vocabulary Acquisition and Use:

L.5.4a-c

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

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

Supporting Standards:

None

Language Outcomes (I can...)

POWER STANDARDS

L.5.3a

- I can use knowledge to expand sentences for meaning, interest, and style.
- I can use knowledge to combine sentences for meaning, interest, and style.
- I can use knowledge to reduce sentences for meaning, interest, and style.

L.5.4a-c

- I can interpret figurative language (similes and metaphors) in context.
- I can recognize and explain meaning of common idioms, adages, and proverbs.
- I can use the relationship between particular words (synonyms, antonyms, and homographs) to understand meaning of each of the words.

SUPPORTING STANDARDS: none

Content

Grammar Skills:

Combining Sentences, Reducing Sentences, Conjunctions, Compound/Complex Sentences, Fragments, Run-ons, Multiple Meaning Words, Context Clues, Prefixes, Suffixes, Root Words, Understanding of Reference Materials

Grammar Strategies/ Activities:

Grammar In Context: Use your reading texts to pull language lessons. Students can identify their language skills they are learning within the text.

Language WB: Have students glue in the notes from the workbook page into their folder/spiral for studying.

Suggested Grammar Resources:

Red Writing and Grammar WB
Daily Fix-Its

Assessments

Common Assessments
Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door, etc
Teacher Made Quizzes

Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<p><u>Power Standards:</u></p>	<p><u>POWER STANDARDS:</u> none</p>	<p>Accountable Talk Toolkit: Located in the 5th grade Drop Box in the 5th Grade Share folder</p>
<p><u>Supporting Standards:</u> Comprehension and Collaboration: SL.5.1 a-c 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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><u>SUPPORTING STANDARDS</u> SL.5.1 a-c</p> <ul style="list-style-type: none"> • I can read and study to prepare for discussion. • I can follow rules for discussion. • I can carry out assigned roles for discussion. • I can ask questions in a discussion. • I can respond to specific questions in a discussion. 	

Standards that are ongoing throughout the year:

Key Ideas and Details: RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF. 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL. 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF. 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 3: Weeks 7-9 Tying It Together

Essential Questions: How is the theme supported by the experiences of the characters throughout the story, drama, or poem?
What are the multiple main ideas that an author conveys in one text? How does the author use details to support each of those main ideas within the text?

Reading Literature

CCSS Literature

Literature Outcomes (I can...)

Content

Power Standards:

Key Ideas and Details:

RL.5.2

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

POWER STANDARDS

RL5.2

- I can determine the theme of a story using details in a text.
- I can determine the theme of a poem from details using text.
- I can explain the characters actions from text.
- I can explain the speakers' point of view in a poem.
- I can summarize the text.

Comprehension Skills:

Theme, summarize, problem and solution, story elements, text structure of story, drama, and poem, tone, imagery, illustrations

Comprehension Strategies:

Summarize, compare and contrast (suggestions: Venn diagram, double bubble map, character analysis chart, plot line)

Vocabulary Strategies:

Figurative language (similes, metaphors, idioms), context clues

Supporting Standards:

Key Ideas and Details:

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).

Craft and Structure:

RL. 5.5

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

Supporting Standards

RL5.3

- I can compare and contrast the interaction of two or more characters in a story or drama.
- I can compare and contrast the settings in a story or drama.
- I can compare and contrast the details in a story or drama.

RL5.5

- I can explain the structure of a drama using scenes.
- I can explain the structure of a poem using stanzas.

Suggested Text Selections/Short Pieces:

Drama:

SS Reader's Theater

Reader's Theater Website:

<http://www.teachingheart.net/readers theater.htm>
<http://www.thebestclass.org/rtscripts.html>

Wonders Workshop:

Unit 3, Week 2, Survivaland
Unit 1, Week 2 White Water Adventure

Wonders Anthology:

Unit 6, Week 1 The Unbreakable Code
Unit 3, Week 2 Weslandia

- I can describe how a narrator's point of view influences how events are described.

Story:

Trade Books: see list on 5th Grade Drop Box
Mr. Peabody's Apples (by Madonna)

Read Alouds:

Wonders (add **AUTHOR**)

Unit 1, Week 2 "Shelter in a Storm"

Unit 2, Week 5 "How to Make a Friend"

Unit 3, Week 2 "Lucia the Hummingbird"

Unit 6, Week 1 "Hope for the Troops"

Poem:

Wonders Workshop:

Unit 2, Week 5 "A Simple Plan"

Unit 4, Week 4 "Power From Nature"

Unit 6, Week 5 "To Travel!"

Wonders Anthology

Unit 2, Week 5 "Foul Shot"

Unit 4, Week 4 "Words Free as Confetti", "Dreams", and "A Story of How a Wall Stands"

Unit 6, Week 5 "You Are My Music", "You and I", and "A Time to Talk"

Wonders Leveled Readers:

-Pull Leveled Readers to match weekly stories for extra texts

Links:

www.ReadWorks.org

www.readwritethink.org

www.AtoZreading.org ????(need an account/ \$)

http://teacher.depaul.edu/Fiction_Readings.htm#Grade5
 (Fiction Texts)

<http://linebaugh.org/>

Audio/ video links:

www.brainpop.com

www.flocabulary.com

		www.youtube.com www.storylineonline.net Possible Novel Excerpts Assessment: Common Assessments (Essential Skills Tests) Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door Wonders TCAP Weekly
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Reading Informational Text

CCSS Information	Information Outcomes (I can...)	Content
<u>Power Standards:</u> Key Ideas and Details: RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<u>POWER STANDARDS</u> RI.5.2 <ul style="list-style-type: none"> I can determine the main ideas of a text. I can explain how the main idea is supported by keys details. I can summarize the text. 	<u>Comprehension Skills:</u> Main Idea, Supporting Details, Context Clues, Conclusions, Vocabulary in Context <u>Comprehension Strategies:</u> Summarize: Have students write the main idea on the middle of an index cards and 4 supporting details (one in each corner) and then write a summary Someone wanted, but, then so...(fiction) -use these words to begin sentences as you create a summary 8 Word Summary: have students choose 8 key words/phrases from the passage, then flip their text over, and using those 8 words/phrase create a summary Margin Main Idea: teach students to write 2-3 words highlighting the main idea of each paragraph when reading Stop Light Main Idea: Green- MI, Yellow- subtopics, Red- details. Have the students use the 3 colors to underline a paragraph and then defend their answers.

		<u>Vocabulary Strategies:</u> Decomposing the word, Context Clues, Word Webs, Latin/Greek Roots, Synonym and Antonyms, Text Features, Relevant Context Clues
<u>Supporting Standards:</u> none	<u>SUPPORTING STANDARDS:</u> none	<u>Suggested Text Selections/Short Pieces:</u> <i>Wonders Workshop:</i> Unit 3 (all weeks) Unit 4, Week 3 “Fredrick Douglass: Freedom’s Voice” Unit 4, Week 4 “Power From Nature” Unit 6, Week 1 “Shipped Out” Unit 6, Week 2 “ The Bully” <i>Wonders Anthology:</i> Unit 3 (all weeks) Unit 4, Week 3 “Rosa” and “Our Voices, Our Votes” Unit 4, Week 4 “One Well” and “ The Dirt on Dirt” Unit 6, Week 1 “The Unbreakable Code” and “Allies in Action” Unit 6, Week 2 “The Friend Who Changed My Life” and “A Guide to Getting Along” <u>Links</u> www.readworks.org http://fcrr.org/for-educators/sca_4-5.asp (Graphic Organizers & Activities) http://teacher.depaul.edu/Nonfiction_Readings.htm (Great Nonfiction Texts) http://teacher.depaul.edu/Skill-Focused-Readings/PairedNonfictionandFictionReadings.htm (Paired Fiction & Nonfiction Texts) http://linebaugh.org/ <u>Assessment:</u> Common Assessments (Essential Skills Tests) Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door Wonders TCAP Weekly

Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> Text Types and Purposes W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Production and Distribution of Writing:</p> <p>W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Research to Build and Present Knowledge W.5.9 a & b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p><u>POWER STANDARDS</u></p> <p>W.5.3</p> <ul style="list-style-type: none"> I can use dialogue (conversation) to develop experiences and events from the narrative. <p>W.5.7</p> <ul style="list-style-type: none"> I can conduct research projects using several sources. <p>W.5.9 a & b</p> <ul style="list-style-type: none"> I can draw evidence from literature to support analysis through comparing and contrasting. I can support analysis of informational text using reasons and evidence to support particular points. I can research using informational text. <p><u>SUPPORTING STANDARDS</u></p> <p>W.5.6</p> <ul style="list-style-type: none"> I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages. I can use technology to produce and publish writing with some guidance and support from adults. <p>W.5.10</p> <ul style="list-style-type: none"> I can write a variety of specific text over an extended time frame. 	<p><u>Activities/ tasks/ writing prompts:</u> Wonders Workshop: -Each week there is a featured writing trait that is helpful to use</p> <p>Compare/Contrast Characters within stories</p> <p>Citations/Bibliography</p> <p>Paraphrase</p> <p>Outlines: Students need to practice first with bulleted outlines. Students will learn how to create events and details to elaborate on the events.</p> <p>Larry Bell's UNRAAVEL</p> <p>Social Studies/Science Standards: -Conduct a short research project on social studies/science standards.</p> <p>-Peer Conferences</p> <p>www.tncore.org – provides ELA Units and practice Writing Assessments</p> <p>-Write across ALL subject areas</p>

	<ul style="list-style-type: none"> I can write a variety of specific text over a shorter time frame (day or two). 	
<p><u>Supporting Standards:</u> Production and Distribution of Writing: W.5.6</p> <p>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.</p> <p>Range of Writing: W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		

Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>Power Standards:</u> Knowledge of Language: L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Vocabulary Acquisition and Use: L.5.5a-c Demonstrate understanding of figurative language, word relationships, and nuances in</p>	<p>L.5.3a</p> <ul style="list-style-type: none"> I can use knowledge to expand sentences for meaning, interest, and style. I can use knowledge to combine sentences for meaning, interest, and style. I can use knowledge to reduce sentences for meaning, interest, and style. 	<p><u>Grammar Skills:</u> Combining sentences, compound, complex sentences Conjunctions, complete sentences, run-on sentences, similes, metaphors, idioms, adages, proverbs, analogies, usage of commas, quotations</p> <p><u>Grammar Strategies/ Activities:</u> Grammar In Context: Use your reading texts to pull language lessons. Students can identify their language skills they are learning within the text.</p>

<p>word meanings.</p> <p>L.5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>L.5.a-c</p> <ul style="list-style-type: none"> • I can interpret figurative language (similes and metaphors) in context. • I can recognize and explain meaning of common idioms, adages, and proverbs. • I can use the relationship between particular words (synonyms, antonyms, and homographs) to understand meaning of each of the words. 	<p>Vocabulary Costume Project: Students will be given vocabulary terms (science/ss as well). Students dress up as the word and present to the class. (Speaking/Listening standards)</p> <p><u>Suggested Grammar Resources:</u> Red, Writing and Grammar WB PageT24 & T34 (Combining Sentences) Lesson 4 Compound & Complex Sentences Lesson 27 Conjunctions Pages TN 32 (Figurative Language) Lesson 28 Commas Lesson 29 Quotations</p>
<p><u>Supporting Standards:</u> Conventions of Standard English: L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>L.5.2a-e</p>	<p><u>SUPPORTING STANDARDS</u> L.5.1a-e</p> <ul style="list-style-type: none"> • I can explain the function of conjunctions. • I can explain the function of prepositions. • I can explain the function of interjections. • I can use the perfect verb tenses correctly in a sentence oral and written. • I can use verb tenses correctly in writing passages. • I can recognize and correct shifts in verb tense. • I can use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>L.5.2 a-e</p> <ul style="list-style-type: none"> • I can punctuate to separate items in a series. • I can use a comma to separate an introductory element (dependent clause, prepositional phrases, etc.) from the rest of the sentence. • I can use a comma to set off 	<p><u>Assessments</u> Common Assessments Informal Quick Checks: Parking Lots Post-Its, Ticket Out the Door, etc Teacher Made Quizzes</p>

<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>introductory words (such as <i>Yes</i>, or <i>No</i>,) in a sentence.</p> <ul style="list-style-type: none"> • I can set off a tag question from the rest of the sentence (<i>It's true, isn't it?</i>). • I can indicate direct address by using a comma before or after a name (<i>Is that you, Steve?</i> or <i>Steve, is that you?</i>) • I can use underlining, quotation marks, or italics to indicate titles of works. 	
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<p><u>Power Standards:</u> none</p>	<p><u>POWER STANDARDS:</u> none</p> <p><u>SUPPORTING STANDARDS</u></p> <ul style="list-style-type: none"> • SL.5.1.d I can review key ideas expressed in a discussion. • I can draw conclusions using information and knowledge gained from discussions. 	<p>Accountable Talk Toolkit: Located in the 5th grade Drop Box in the 5th Grade Share folder</p>
<p><u>Supporting Standards:</u> Comprehension and Collaboration: SL.5.1 d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		

Standards that are ongoing throughout the year:

Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 4: Weeks 10-12 Developing Literature

Essential Questions: How does point of view affect the meaning of a text? How can word choice, structure and visual elements enhance the meaning of a text?

Reading Literature

CCSS Literature	Literature Outcomes (I can...)	Content
<p>Power Standards: Craft and Structure: 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.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>POWER STANDARDS RL.5.4</p> <ul style="list-style-type: none"> I can determine the meaning of words or phrases as they are used in text. <p>RL.5.6</p> <ul style="list-style-type: none"> I can describe how a narrator's point of view influences how events are described. <p>SUPPORTING STANDARDS RL.5.3</p> <ul style="list-style-type: none"> I can compare and contrast the interaction of two or more characters in a story or drama. I can compare and contrast the settings in a story or drama. I can compare and contrast the details in a story or drama. <p>RL.5.7</p> <ul style="list-style-type: none"> I can analyze how visual elements contribute to the meaning, tone, or beauty of a text. I can analyze how multimedia elements contribute to the meaning, tone, or beauty of a text. 	<p>Comprehension Skills: Figurative Language (Simile/Metaphor), Point of View (First Person/Third Person), Story Elements (Character, Setting, Plot), Characteristics of Different Genres (Fiction, Drama, Poetry, Graphic Novel, Folktale, Myth, Multimedia Presentation), Text Structure, Visual and Multimedia Elements in Text</p> <p>Comprehension Strategies: Graphic organizers (<i>Wonders</i> wkbk), visualizing, making connections (text to self, text to text, text to world), compare and contrast, summarizing, foldables, note-taking, anchor charts, sentence starters/writing stems for responding to text</p> <p>Vocabulary Strategies: context clues, metaphors, similes</p> <p>Suggested Text Selections/Short Pieces: RL.5.3, RL5.4 Wonders Wkshop: Unit 4 Wk 1 How Mighty Kate Stopped the Train Wonders Anthology: Unit 4 Wk 1 How Grandmother Spider Stole the Sun.</p> <p>RL 5.4, RL 5.7 Wonders Wkshop: "The Magical Lost Brocade" (folktale)</p> <p>RL 5.7: Wonders Anthology: Unit 5 Wk 4 – New Moon (graphic novel)</p> <p>RL 5.5: Social Studies Reader's Theater Kit – dramas</p> <p>RL 5.5 & 5.4: Wonders Anthology & Wkshop: Unit 4 Wk 5 - Poetry</p> <p>RL 5.6: Social Studies text: Chapter 8 Lesson 2 – Harlem Renaissance Extended Piece: RL 5.3, RL 5.6, RL 5.5 Unit 5 WK 2 – Wonders Anthology -Bud, Not Buddy (can extend to chapters by reading novel,</p>
<p>Supporting Standards: Key Ideas and Details: 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>Craft and Structure: RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Integration of Knowledge and Ideas: RL.5.7 Analyze how visual and multimedia elements contribute to the meaning,</p>		

tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).		Bud, Not Buddy) & Musical Impressions of the Great Depression <u>Assessment:</u> Wonders Weekly Selection test, and Weekly TCAP assessments
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Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> Text Types and Purposes: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.</p>	<p><u>POWER STANDARDS</u></p> <p>W.5.1 a</p> <ul style="list-style-type: none"> I can introduce a topic or text clearly based on writer's purpose. I can create an organized text with ideas supporting writer's purpose. I can state an opinion about the writer's purpose. <p>W.5.1b</p> <ul style="list-style-type: none"> I can support reasons giving facts and details. <p>W.5.1c</p> <ul style="list-style-type: none"> I can use words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>, etc...) to link opinion with reasons. 	<p><u>Activities/ tasks/ writing prompts</u> Small prompt for opinion piece: Choose the animal you believe makes the best pet. Support your opinion with reasons and details.</p> <p>Longer, more specific prompt to use with any two related texts from Wonders or elsewhere: In your opinion, which author presented the material most effectively? Support your opinion with details from both passages.</p> <p>Focus also on: Strong beginnings Strong middles Strong endings Using transitional and opinion words</p>
<p><u>Supporting Standards:</u> Production and Distribution of Writing: W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types</p>	<p>W.5.1d</p> <ul style="list-style-type: none"> I can provide a conclusion related to the opinion. <p><u>SUPPORTING STANDARDS</u> W.5.4</p> <ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to the task or purpose. <p>W.5.5</p>	<p>Graphic Organizers: Web Table top (Draw a table with a top and four legs. The table top is the main idea, while each leg is a supporting detail. This creates a five sentence paragraph. String four tables together on one paper and you have a four paragraph, one-sitting writing.)</p>

<p>are defined in standards 1-3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>Range of Writing:</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can develop and strengthen the writing process through planning with guidance from peers and adults. • I can revise and edit writing with guidance and support from peers and adults. • I can rewrite or try a new approach through guidance from peers and adults. 	
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Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>Power Standards:</u></p> <p>Knowledge of Language:</p> <p>L.5.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Vocabulary Acquisition and Use:</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>POWER STANDARDS</u></p> <p>L5.3a</p> <ul style="list-style-type: none"> • I can use knowledge to expand sentences for meaning, interest, and style. • I can use knowledge to combine sentences for meaning, interest, and style. • I can use knowledge to reduce sentences for meaning, interest, and style. <p>L5.5</p> <ul style="list-style-type: none"> • I can interpret figurative language (similes and metaphors) in context. 	<p><u>Grammar Skills:</u> Punctuation, Capitalizing, and Sentence Structure</p> <p><u>Grammar Strategies/ Activities:</u></p> <p>Commas Common Core Aligned Commas Review Upper Grades (www.Teacherspayteachers.com) http://www.youtube.com/watch?v=dDmWWuqO7DY (grammar video how to use commas) https://www.youtube.com/watch?v=s3h42RWnCB0 (Comma Song-Grammar Rock) Let's Eat Grandma! How Command of the Comma Saves Lives (www.teacherspayteachers.com) Comma Task Cards (Proteacher-join for free)</p>

Supporting Standards:**Conventions of Standard English:****L.5.2a-e**

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

a. Use punctuation to separate items in a series.

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

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?*).

d. Use underlining, quotation marks, or italics to indicate titles of works.

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

SUPPORTING STANDARDS**L.5.2a-e**

- I can punctuate to separate items in a series. (a)
- I can use a comma to separate an introductory element (dependent clause, prepositional phrases, etc...) from the rest of the sentence. (b)
- I can use a comma to set off introductory words (such as *Yes*, or *No*.) in a sentence. (c)
- I can set off a tag question from the rest of the sentence (*It's true, isn't it?*). (c)
- I can indicate direct address by using a comma before or after a name (*Is that you, Steve?* or *Steve, is that you?*) (c)
- I can use underlining, quotation marks, or italics to indicate titles of works. (d)
- I can spell grade appropriate words correctly. (e)
- I can consult references to spell grade appropriate words when needed. (e)

Titles of Work

<http://www.mrshatzi.com/files/punctuating-titles.pdf>

<https://www.youtube.com/watch?v=zPZPkPeC068> (Title of works)

Punctuating and Capitalizing Titles {Common Core Supplement (L.5.2d)}
(Teachers pay teachers)

http://web.cn.edu/kwheeler/documents/punctuating_titles_chart.pdf

<http://www.myteacherpages.com/webpages/domokos/files/ch13develop.pdf>

Suggested Grammar Resources:

Red (Grammar Writing Book):

Prepositions and Prepositional phrases
Pages 134-137---WB 57-60,136

Punctuation
Pages 224-227

Commas

Pages: **62-65** with dependent clauses; **68-71** with compound Sentences; **212-215** appositives, direct address, introductory words, and items in a series; **218-221** quotations

Figurative Language

Page 216

Writing and Grammar WB

Independent and Dependent Clauses WB 9-12, 124

Compound and Complex Sentences WB 13-16, 125

Commas 109-112, 149

Prepositions and Prepositional phrases ---WB 57-60,136

Punctuation 117-120, 151

Quotations and Quotation Marks--- WB 113-116, 150

Literature:

Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference! By
Lynn Truss

Figurative Language Resources

Scholastic Context Clues & Figurative Language (35 Reading Passages)

Jump Starters for Figurative Language Short Daily Warm-Ups by Jane

http://www.fcrr.org/studentactivities/language_45.htm

		<u>Assessment:</u> (Red Grammar Book and Grammar and Writing Practice Book) Independent and Dependent Clauses page 64---WB 11 Compound and Complex Sentences page 70--WB15 Commas page 214—WB 111 Quotations and Quotation Marks 220---WB 115 Prepositions and Prepositional Phrases page 136—WB 59 Punctuation page 226---WB 119
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<u>Power Standards:</u> Comprehension and Collaboration: SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<u>POWER STANDARDS</u> SL.5.3 <ul style="list-style-type: none"> • I can restate the points a speaker makes. • I can explain how each claim is supported by evidence. 	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> none	<u>SUPPORTING STANDARDS:</u> none	

Standards that are ongoing throughout the year:

Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide	Unit 5: Weeks 13-15 Developing Information
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Fifth Grade: ELA Curriculum Guide	Unit 5: Weeks 13-15 Developing Information
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Essential Questions: How do authors use evidence and reasons to support their points? How can texts have similar or different points of view about the same topic?

Reading Information

CCSS Information	Information Outcomes (I can...)	Content
<p><u>Power Standards:</u> Craft and Structure: RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas: 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).</p>	<p><u>POWER STANDARDS</u> RI 5.6 • I can analyze different accounts of the same event or topic, identifying important similarities. • I can distinguish differences in multiple accounts of the same event or topic.</p> <p>RI 5.8 • I can describe how an author uses reasons and evidence to support particular points in a text. • I can identify the reasons and evidence that support each point.</p>	<p><u>Comprehension Skills:</u> Compare and Contrast Across Texts, Point of View, Main Idea/Supporting Details, Text Structure (Chronology, Comparison, Cause/Effect, Problem/Solution), Reference Sources, Locating Information using Text Features</p> <p><u>Comprehension Strategies:</u> Graphic organizers (Wonders web), visualizing, making connections (text to self, text to text, text to world), compare and contrast, summarizing, foldable, note-taking, anchor charts, sentence starters/writing stems for responding to text</p> <p><u>Vocabulary Strategies:</u> Greek roots, bingo, Multiple meaning words</p>
<p><u>Supporting Standards:</u> Craft and Structure: RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. Integration of Knowledge and Ideas: RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><u>SUPPORTING STANDARDS</u> RI 5.7 • I can demonstrate the ability to locate an answer to a question using multiple print or digital sources. • I can solve a problem using information from multiple print or digital sources.</p> <p>RI 5.9 • I can use information from several texts on the same topic to write about the subject knowledgeably.</p>	<p><u>Suggested Text Selections/Short Piece:</u> (Need multiple accounts of the same topic for RI.5.6)</p> <p>RI 5.6:</p> <p>Wonders Anthology: Unit 1 Wk 3 – “Camping with the President, A Walk with Teddy</p> <p>Wonders Anthology: Unit 1 Wk 5 – The Future of Transportation, Getting From Here to There</p> <p>RI 5.9, RL 5.7:</p> <p>Wonders Anthology: Unit 2 Wk 1 – Who Wrote the U.S. Constitution?, Parchment and Ink</p>

<p>RI.5.9 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"> • I can speak about a topic integrating information from different texts. 	<p>Wonders Workshop: Unit 2 Wk1 Creating a Nation</p> <p>RI 5.8, RI 5.9:</p> <p>Wonders Workshop: Unit 5 Wk 5– Should Plants and Animals From Other Places Live Here?</p> <p>Unit 5 Wk 5 – The Case of the Missing Bees, Busy Beneficial Bees</p> <p>Unit 5 Wk 5 resources also support RI 5.7 in Unit 6; passages can be split and used in both units.</p> <p>Extended Text: RI 5.5: Wonders Anthology: Unit 5 Wk 4 - When is a Planet Not A Planet? (Cause & Effect mini lesson in Wonders Workshop Unit 5 Wk 4 “Changing Views of Earth”)</p> <hr/> <p><u>Assessment:</u></p> <p>Wonders Selection Tests Wonders Weekly TCAP Assessments</p>
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Writing		
CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> Text Types and Purposes: W.5.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details,</p>	<p><u>POWER STANDARDS</u> W.5.2a-e • I can introduce a topic clearly, providing a general observation and focus. • I can group related information logically. • I can include headings, illustrations, and multimedia when useful for comprehension. • I can develop the topic using facts, definitions, details, quotes, or other information related to topic. • I can use words, phrases, and</p>	<p><u>Activities/ tasks/ writing prompts:</u> Specific writing example: Read "Frederick Douglas" from Wonders series, Unit 4 Week 3, and write an informational essay about Douglas using facts, quotes, and other information related to the topic.</p> <p>Graphic Organizers: Story board Web</p> <p>The same assignment can be used with any nonfiction text.</p>

quotations, or other information and examples related to the topic.

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

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

e. Provide a concluding statement or section related to the information or explanation presented.

Supporting Standards:

Production and Distribution of Writing:

W.5.5

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

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.

Research to Build and Present Knowledge:

W.5.8

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

clauses (in contrast, especially) to link ideas and information.

- I can use precise language and vocabulary to inform or explain the topic.
- I can provide a conclusion related to the information.

SUPPORTING STANDARDS

W.5.5

- I can develop and strengthen the writing process through planning with guidance from peers and adults.

- I can revise and edit writing with guidance and support from peers and adults.

- I can rewrite or try a new approach through guidance from peers and adults.

W.5.6

*I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages.

- I can use technology to produce and publish writing with some guidance and support from adults.

W.5.8

- I can recall relevant information from experiences.
- I can gather relevant information from print and digital sources.
- I can summarize information in notes and finished work.
- I can provide a list of sources.

Language

CCSS Language	Language Outcomes (I can...)	Content
<p>Power Standards: Vocabulary Acquisition and Use: L.5.4a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>POWER STANDARDS L.5.4 a-c • I can use context clues to determine the meaning of a word or phrase. • I can use Greek and Latin affixes and roots to determine the meaning of words and phrases. • I can consult printed reference materials to find the pronunciation and meaning of key words or phrases. • I can consult digital reference materials to find the pronunciation and meaning of key words and phrases.</p>	<p>Grammar Skills: Punctuation, Capitalizing, Sentence Structure, and References</p> <p>Grammar Strategies/ Activities:</p> <p>Context Clues Flocabulary.com (subscription needed)</p> <p>http://ccss5.watchknowlearn.org/Category.aspx?CategoryID=15672 (website has info from YouTube, Teacher tube, and PBS learning)</p> <p>Greek and Latin Affixes and Roots (there are a host of mini- lessons in the Wonders Workshop series) Unit 1 Week 4 - Greek Roots Unit 1 Week 5, Unit 2 Week 1- Greek and Latin Prefixes Unit 2 Week 3, Unit 4 Week 1- Greek and Latin Suffixes</p>
<p>Supporting Standards: Conventions of Standard English: L.5.2a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of</p>	<p>SUPPORTING STANDARDS L.5.2a-e • I can punctuate to separate items in a series. • I can use a comma to separate an introductory element (dependent clause, prepositional phrases, etc...) from the rest of the sentence. • I can use a comma to set off introductory words (such as Yes, or No,) in a sentence. • I can set off a tag question from the rest of the sentence (It's true, isn't it?). • I can indicate direct address by using a comma before or after a name (Is that you, Steve? or Steve, is that you?)</p>	<p>Commas Common Core Aligned Commas Review Upper Grades (www.teacherspayteachers.com) http://www.youtube.com/watch?v=dDmWWuqO7DY (grammar video how to use commas) https://www.youtube.com/watch?v=s3h42RWnCB0 (Comma Song-Grammar Rock) Let's Eat Grandma! How Command of the Comma Saves Lives (www.teacherspayteachers.com) Comma Task Cards (Proteacher-join for free)</p> <p>Titles of Work http://www.mrshatzi.com/files/punctuating-titles.pdf https://www.youtube.com/watch?v=zPZPkPeC068 (Title of works) Punctuating and Capitalizing Titles {Common Core Supplement (L.5.2d)} (Teachers pay teachers) http://web.cn.edu/kwheeler/documents/punctuating_titles_chart.pdf</p>

<p>the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • I can use underlining, quotation marks, or italics to indicate titles of works. 	<p>http://www.myteacherpages.com/webpages/domokos/files/ch13develop.pdf</p> <p><u>Suggested Grammar Resources:</u> Red (Grammar Writing Book)</p> <p>Prepositions and Prepositional phrases Pages 134-137---WB 57-60,136</p> <p>Punctuation Pages 224-227</p> <p>Commas Pages: 62-65 with dependent clauses; 68-71 with compound sentences; 212-215 appositives, direct address, introductory words, and items in a series; 218-221 quotations</p> <p>Writing and Grammar WB Independent and Dependent Clauses WB 9-12, 124 Compound and Complex Sentences WB 13-16, 125 Commas 109-112, 149 Prepositions and Prepositional phrases WB 57-60,136 Punctuation 117-120, 151 Quotations and Quotation Marks WB 113-116, 150</p> <p>Literature: <u>Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!</u> By Lynn Truss</p> <p><u>Assessment:</u> (Red Grammar Book and Grammar and Writing Practice Book)</p> <p>Independent and Dependent Clauses page 64---WB 11</p> <p>Compound and Complex Sentences page 70--WB15</p> <p>Commas page 214—WB 111</p> <p>Quotations and Quotation Marks 220---WB 115</p> <p>Prepositions and Prepositional Phrases page 136—WB 59</p> <p>Punctuation page 226---WB 119</p>
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<u>Power Standards:</u> Comprehension and Collaboration: SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>POWER STANDARDS</u> SL.5.2 <ul style="list-style-type: none">I can include multimedia components to enhance presentation(s).	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> none	<u>SUPPORTING STANDARDS:</u> none	

Standards that are ongoing throughout the year:

Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 6: Weeks 16-18

Ready to Research

Essential Questions: How does structure connect ideas and themes? How do multiple texts represent similar themes and topics in different ways?

Reading Literature

CCSS Literature	Literature Outcomes (I can...)	Content
<p><u>Power Standards:</u> Integration of Knowledge and Ideas: RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><u>POWER STANDARDS</u></p> <p>RL.5.9</p> <ul style="list-style-type: none"> I can compare and contrast themes in stories of the same genre. I can compare and contrast topics in stories of the same genre. <p><u>SUPPORTING STANDARDS</u></p> <p>RL.5.5</p> <ul style="list-style-type: none"> I can explain the structure of a story using chapters. I can explain the structure of a drama using scenes. I can explain the structure of a poem using stanzas. I can describe a narrator's point of view. 	<p><u>Comprehension Skills:</u> Compare and Contrast, Theme, Characteristics of Different Genres (i.e. Mysteries, Adventure Stories, Drama, and Poem), Text Structure of Story, Drama, or Poem (stanzas, chronology, etc)</p> <p><u>Comprehension Strategies:</u> Graphic organizers (Wonders wkbk), visualizing, making connections (text to self, text to text, text to world), compare and contrast, summarizing, foldables, note-taking, anchor charts, sentence starters/writing stems for responding to text</p> <p><u>Vocabulary Strategies:</u> Transition & compare contrast words, context clues, define types of text structure</p> <p><u>Suggested Text Selections/Short Pieces:</u></p> <p>2 texts required for RL.5.9</p> <p>RL 5.5 – Wonders Wkshop & Anthology – Unit 2 Wk 5 – (Poetry Structure)</p> <p>RL 5.5 Science Textbook –pgs 62-65 (drama)</p> <p>RL 5.9 – Wonders Wkshop, Anthology & levelled readers (mysteries for compare/contrast) (3-6 text choices)</p>
<p><u>Supporting Standards:</u> Craft and Structure: RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>		

		<u>Assessment:</u> Wonders selection tests, Wonders Weekly Assessment tests
Reading Informational Text		
CCSS Information	Information Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>Power Standards:</u> none	<u>Comprehension Skills:</u> Main ideas and details
		<u>Comprehension Strategies:</u> Read and answer text- dependent questions Read multiple texts and use info from both
		<u>Vocabulary Strategies:</u>
<u>Supporting Standards:</u> Key Ideas and Details: 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. Craft and Structure:	<u>SUPPORTING STANDARDS</u> RI.5.3 (in a historical, scientific, or technical text) <ul style="list-style-type: none"> • I can compare the relationships between two or more events in a historical, scientific, or technical text. • I can interpret the relationship between two or more ideas or concepts in a historical, scientific, or technical text based on specific information in the text. 	<u>Suggested Text Selections/Short Pieces:</u> RI 5.7 - Wonders Anthology & Wkshop – Unit 5 Wk 5 (any resources not used in previous units) Extended Piece: RI 5.7, RI 5.9 – Wonders Wkshop & Anthology- Unit 5 Wk 3 – (Scientific Texts) Powerpoint Resource explaining technical text: www.4smd.org Science text and Science kit books – instructions for any

<p>RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RI.5.7</p> <ul style="list-style-type: none"> • I can demonstrate the ability to locate an answer to a question using multiple print or digital sources. • I can solve a problem using information from multiple print or digital sources. <p>RI 5.9</p> <ul style="list-style-type: none"> • I can use information from several texts on the same topic to write about the subject knowledgeably. • I can speak about a topic integrating information from different texts. 	<p>experiment or investigation.</p> <p><u>Assessment:</u></p> <p>Wonders selection tests</p> <p>Wonders Weekly Assessment tests</p>
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Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> Production and Distribution of Writing: W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Research to Build and Present Knowledge</p> <p>W.5.9 a & b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>	<p><u>POWER STANDARDS</u></p> <p>W.5.7</p> <ul style="list-style-type: none"> • I can conduct research projects using several sources. <p>W.5.9 a & b</p> <ul style="list-style-type: none"> • I can draw evidence from literature to support analysis through comparing and contrasting. • I can support analysis of informational text using reasons and evidence to support particular points. • I can research using informational text. 	<p><u>Activities/ tasks/ writing prompts:</u></p> <p>Must list sources, Summarize, paraphrase</p> <p>Specific writing example: Read "Volcanoes" from the Wonders Anthology Unit 5 Week 3, and take notes as you read and research. Then, research a different volcanic eruption online to learn of a similar event in a different location (ex. Mt. Vesuvius/Pompeii) Write a minimum of 2 pages to summarize the "Volcano" story from Wonders and compare/contrast the two volcanoes. This essay should be revised, edited, and then typed to publish the final draft. A bibliography must accompany the assignment.</p> <p>Shorter writing example: A shorter, one-sitting writing might be having students take notes as they read any nonfiction text, then construct a 3-5 paragraph research report of the single topic and source.</p>

b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Supporting Standards:

**Production and Distribution of Writing:
W.5.4**

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

W.5.5

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

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.

Research to Build and Present

SUPPORTING STANDARDS

W.5.4

- I can produce clear and coherent writing that is appropriate to the task or purpose.

W.5.5

- I can develop and strengthen the writing process through planning with guidance from peers and adults.
- I can revise and edit writing with guidance and support from peers and adults.

W.5.6

- I can demonstrate sufficient command of keyboarding skills to type a minimum of two pages.
- I can use technology to produce and publish writing with some guidance and support from adults.

W.5.8

- *I can recall relevant information from experiences.
- I can gather relevant information from print and digital sources.
- I can summarize information in notes and finished work.
- I can provide a list of sources.

Range of Writing

W.5.10

- I can write a variety of specific text over an extended time frame.

<p>Knowledge:</p> <p>W.5.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Range of Writing:</p> <p>W.5.10</p> <p>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.</p>		
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Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>Power Standards:</u> Vocabulary Acquisition and Use: L.5.4a-c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the</p>	<p><u>POWER STANDARDS</u></p> <p>L.5.4a-c</p> <p>a. I can use context clues to determine the meaning of a word or phrase.</p> <p>b. I can use Greek and Latin affixes and roots to determine the meaning of words and phrases.</p> <p>c. I can consult printed reference materials to find the pronunciation and meaning of key words or phrases.</p> <p>• I can consult digital reference materials to find the pronunciation and</p>	<p><u>Grammar Skills:</u></p> <p>Punctuation, Capitalizing, and Sentence Structure, & References</p> <p><u>Grammar Strategies/ Activities:</u></p> <p>Context Clues Flocabulary.com (subscription needed) http://ccss5.watchknowlearn.org/Category.aspx?CategoryID=15672 (website has info from YouTube, Teacher tube, and PBS learning)</p> <p>Greek and Latin Affixes and Roots (there are a host of mini lessons in the Wonders series) Unit 1 Week 4 (Wonders) Greek Roots</p>

<p>meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>meaning of key words and phrases.</p> <p><u>SUPPORTING STANDARDS</u></p> <p>L.5.1</p> <p>a. I can explain the function of conjunctions. I can explain the function of prepositions. I can explain the function of interjections.</p> <p>b. I can use the perfect verb tenses correctly in a sentence oral and written.</p> <p>c. I can use verb tenses correctly in writing passages.</p> <p>d. I can recognize and correct shifts in verb tense.</p> <p>e. I can use correlative conjunctions correctly when writing a sentence or passage.</p>	<p>Unit 1 Week 5, Unit 2 Week 1 (Wonders) Greek and Latin Prefixes Unit 2 Week 3, Unit 4 Week 1 (Wonders) Greek and Latin Suffixes <i>Systematic Word Study</i> for grades 4-6 by Scholastic</p> <p>Correlative Conjunctions (words that work as a team)</p> <p>http://www.englishvideolesson.com/5369-correlative-conjunctions-video-lesson.html</p> <p>Correlative Conjunctions Activity Pack Common Core Aligned (teacherspayteachers.com)</p> <p>http://www.education.com/study-help/article/conjunctions/</p> <p><u>Suggested Grammar Resources:</u></p> <p>Red (Grammar Writing Book)</p> <p>Conjunctions pages 206-209</p> <p>Interjections pages 50-53</p> <p>Verb Tenses pages 110-113</p> <p>Prepositions and Prepositional phrases Pages 134-137</p> <p>Writing and Grammar WB</p> <p>Conjunctions WB 105-110, 148</p> <p>Interjections---WB 1-4, 122</p> <p>Verb Tenses---WB 41-44, 132</p> <p>Prepositions and Prepositional phrases ---WB 57-60,136</p>
<p><u>Supporting Standards:</u> Conventions of Standard English: L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>		

		<p>Literature:</p> <p><u>Under Over by the Clover What is a Preposition?</u></p> <p><u>But and For Yet and Nor What is a Conjunction?</u></p> <p>Part of Speech Tales (Scholastic) Gary the Conjunction Guy</p> <p>Part of Speech Tales (Scholastic) The Interjection Section</p> <p><u>Assessment:</u> (Red Grammar Book and Grammar and Writing Practice Book)</p> <p>Conjunctions page 208---WB 109</p> <p>Interjections page 52---WB 3</p> <p>Verb Tenses page 112---WB 43</p> <p>Prepositions and Prepositional Phrases page 136—WB 59</p>
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<p><u>Power Standards:</u></p> <p>SL.5.1a-d</p> <p>Comprehension and Collaboration:</p> <p>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>POWER STANDARDS</u></p> <p>SL.5.1 a-d</p> <p>I can engage in a range of discussions (in groups, one-on-one, teacher-led).</p> <p>a. I can read and study to prepare for</p>	<p>Accountable Talk Toolkit: Located in the 5th grade Drop Box in the 5th Grade Share folder</p>

<p>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>b.Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas: SL.5.4</p> <p>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>discussion.</p> <p>b. I can follow rules for discussion.</p> <p>I can carry out assigned roles for discussion.</p> <p>c. I can ask questions in a discussion.</p> <p>I can respond to specific questions in a discussion.</p> <p>d. I can review key ideas expressed in a discussion.</p> <ul style="list-style-type: none"> • I can draw conclusions using information and knowledge gained from discussions. <p>SL.5.2</p> <p>I can summarize written text read aloud.</p> <p>SL.5.4</p> <ul style="list-style-type: none"> • I can summarize information presented in diverse media. <p>I can report on a topic sequencing ideas using appropriate facts and relevant details.</p> <ul style="list-style-type: none"> • I can present an opinion sequencing ideas and logically using appropriate details. 	
<p><u>Supporting Standards:</u> Presentation of Knowledge and Ideas: SL.5.5</p> <p>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><u>SUPPORTING STANDARDS</u></p> <p>SL.5.5</p> <ul style="list-style-type: none"> • I can include multimedia components to enhance presentation(s). 	

Standards that are ongoing throughout the year:

<p>Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.</p>
<p>Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)</p>	

Fifth Grade: ELA Curriculum Guide

Unit 7: Weeks 19-21 Writing to Literature

Essential Questions: How do various text structures, such as compare and contrast, effect main features/ideas expressed in a text or texts (theme, character interaction, flow, etc)?

Reading for Literature

CCSS Literature	Literature Outcomes (I can...)	Content
<p><u>Power Standards:</u> Key Ideas and Details: RL. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</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>Craft and Structure: RL. 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><u>Supporting Standards:</u> Craft and Structure: 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.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p><u>POWER STANDARDS</u> RL.5.2 I can determine a theme of a story, drama, or poem, and I can summarize the text.</p> <p>RL.5.3 I can compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.5 I can tell how a series of chapters, scenes, or stanzas fits to give the structure of particular story, drama, or poem.</p> <p><u>SUPPORTING STANDARDS</u> RL.5.4 I can determine the meaning of words and phrases in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6 I can describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.7 I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</p> <p>RL.5.9 I can compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p><u>Comprehension Skills:</u> theme, summarize, text structure, compare and contrast, inference, and prediction</p>

Integration of Knowledge and Ideas:**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).

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.

Comprehension Strategies:

Think aloud, make predictions, response journals, learning logs, KWL charts, Venn diagram, Text structure sort from the Florida Center for Reading Researching website, theme organizer on page 192 in **Your Turn Workbook**.

Wonders Station Activity Cards:

RL.5.2: U2W4, U2W5, U3W1, U3W2, U4W5, U6W1, and U6W2

RL.5.3: U1W2, U2W2, U5W1, and U5W2

Vocabulary Strategies:

Concept circles, concept development maps, semantic gradients, context clues: look for key words, synonyms, antonyms, definitions restatement, and examples in the text. Vocabulary Foldable and Vocab Station (see 5th grade Dropbox under ELA Resources). These are templates that you can use for study guides and word sorts. Change as needed.

Suggested Text Selections/Short Piece:**Use 2 texts to address all 5 task models:**

The Giver, by Lois Lowry and *Number the Stars*, by Lois Lowry (suggest chapter analysis)

Analysis of visual and multimedia elements:

Flocabulary (\$), Brainpop, You Tube

Central idea/ lesson of literature:

Comparing themes and topics

Story: *Wonders Anthology*: page 346 Ida B

Reading Writing Workshop:

page 310: Miguel in the Middle Class

Pg 325 The Day the Rollets Got Their Moxie Back

Wonders Anthology:**RL.5.3**

Unit 2 Week 2 – Where the Mountain Meets the Moon (Fairy Tale)

RL.5.2

U2 W4 – Blancaflor (folktale)

RL.5.5

U2 W5 – Stage Fright/Catching Quiet (Poems)
U4 W2 – A Window into History: The Mystery of the Cellar Window (Drama)

RL.5.2, RL5.5, RL.5.6

U4 W5 – Words Free as Confetti and Dreams (Poems)

Common Core Comprehension Practice Level 3
mini lesson and comprehension questions
Narrative Texts pgs 8-47
Read and Understand w/Leveled Texts Gr5
Evan-Moor

Beaks and Feathers Pg 45-50 Skills: summarize, compare/contrast, recall info, critical thinking

Wonders ebooks: *Blancaflor, Stage Fright and Catching Quiet, The Friend Who Changed My Life, The Unbreakable Code, Then Don't Mean It!, Weslandia, Words as Free as Confetti Dreams*

Folktales: Theme and compare and contrast characters: *African-American Read Aloud Stories* by Susan Kantor: *Rosters Huff and The Bravest of All Men*

TCAP Coach book for reading and language pages 36-39 for context clues

Poems: *Reading Writing Workshop* Unit 4 pg 295-297 *How Do I Hold the Summer, Catching a Fly, and When I Dance They're Poets and They Know It! A collection of 30 Timeless Poems*-Scholastic

Drama: Readers' Theater Civil Rights Now!

Summarizing: A Window in History pg. 282
Literature Anthology Unit 4

Point of View: Where's Brownie Reading Writing Workshop page 252 Unit 4.

Assessment:

Your Turn workbook pages 7, 57 for context

Writing

CCSS Writing

Power Standards:

None

Supporting Standards:

Text Types and Purposes:

W.5.3

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

Production and Distribution of Writing:

W.5.5

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

Writing Outcomes (I can...)

POWER STANDARDS: none

SUPPORTING STANDARDS

W.5.3

I can write narratives to develop events using effective technique, descriptive details, and clear event sequences.

W.5.5

I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Content

Activities/ tasks/ writing prompts:

How does the author show that a character is a good problem solver? Why is one character a better problem solver than the other? Use with Where's Brownie and A Window into History.

Why did the author choose to begin and end when they did?

What does the text leave unstated?

Why did the author choose the keywords that he did?

Wonders: Writing Traits mini-lessons can be found in Wonders by searching by standard (16 mini lessons available for W.5.3)

Common Core Writing to Texts Gr 5

Newmark Learning

Mini-Lesson 1: Writing to One Text W.5.3

Passage: Jeremy's Big Catch and Prompt Rewrite the story from Dad's point of View. Use details from the passage in your new story - pgs 34-39.

Mini-Lesson 2: Writing to Multiple Texts W.5.3

Passages: Paddling to Paradise and Room for Thought Prompt using both passages pgs 40-47

Language

CCSS Writing

Power Standards:

None

Supporting Standards:

Conventions of Standard English:

L.5.1

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

- a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b.** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c.** Use verb tense to convey various times, sequences, states, and conditions.
- d.** Recognize and correct inappropriate shifts in verb tense.
- e.** Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2a-e

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

- a.** Use punctuation to separate items in a series.
- b.** Use a comma to separate an introductory element from the rest of the sentence.
- 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?*).
- d.** Use underlining, quotation marks, or italics to indicate titles of works.
- e.** Spell grade-appropriate words correctly, consulting references as needed.

Language Outcomes (I can...)

POWER STANDARDS: none

SUPPORTING STANDARDS

L.5.1

I can show command of the conventions of standard English grammar and usage when writing or speaking.

- a.** I can explain the functions of conjunctions, prepositions, and interjections.
- b.** I can form and use the perfect verb tenses.
- c.** I can use verb tense to convey various times, sequences, states, and conditions.
- d.** I can recognize and correct inappropriate shifts in verb tense.
- e.** I can use correlative conjunctions.

L.5.2

I can show command of the conventions of standard English capitalization, punctuation, and spelling in writing.

- a:** I can use punctuation to separate items in a series.
- b:** I can use a comma to separate an introductory element from the rest of the sentence.
- c:** I can use a comma to set off the words *yes* and *no*, a question tag, and a direct address.
- d:** I can use underlining, quotation marks, or italics to indicate titles.
- e:** I can spell grade-appropriate words correctly, consulting references if needed.

Content

Grammar Skills:

Verb Tenses, Conjunctions, Prepositions, Interjections, Comma Usage, capitalization, punctuation; expand, reduce, and combine sentences

Grammar Strategies/ Activities:

I Have, Who Has cards & peer editing

Suggested Grammar Resources: Flocabulary (\$)

Study Island

Brainpop

MobyMax (\$)

Scootpad (\$)

Easy Grammar Grades 5-6

ISBN: 978-0-936981-345

Prepositions pgs 2-4

Interjections pgs 183-186

Conjunctions pgs 187-190

Verb Tenses – 148-149

Comma Usage – pg 576

Wonders Series

U2 W5 – prepositional phrases and punctuation: titles and letters

U6 W5 – Prepositional Phrases

U3 W2 Verb Tenses

U3 W5 Correcting Verb Usage

U1 W2 Commas

**Author –
Wanda C.
Phillips**

Knowledge of Language:

L.5.3

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

- a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b.** Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems

L.5.3

I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.** I can expand, combine, and reduce sentences for meaning, interest, and style.
- b.** I can compare and contrast the varieties of English in stories, dramas, and poems.

Red Writing and Grammar WB

Assessments

Wonders Unit tests
Study Island

Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>POWER STANDARDS:</u> none <u>SUPPORTING STANDARDS:</u> none	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> none		

Standards that are ongoing throughout the year:

Key Ideas and Details: RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF. 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL. 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF. 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 8: Weeks 22-24 Writing to Information

Essential Questions: What is the main idea of the text/texts that is supported by key details? Explain how the key details and illustrations support and relate to the main idea by using reasons and evidence from the text/texts.

Reading Information

CCSS Information	Information Outcomes (I can...)	Content
<p><u>Power Standards:</u> Key Ideas and Details: RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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. Craft and Structure: RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas: 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). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the</p>	<p><u>POWER STANDARDS</u> RI.5.2 I can determine main ideas of a text and explain how they are supported by details and summarize it. RI.5.3 I can tell the relationships of individuals, events, ideas, in historical, scientific, or technical texts based on the information. RI.5.5 I can compare and contrast the structure of events, ideas, concepts, or information in two or more texts. RI.5.6 I can analyze accounts of an event or topic, noting similarities and differences in the point of view they represent. RI.5.8 I can explain how an author uses reasons and evidence to support particular points in a text. RI.5.9 I can integrate information from several texts on the same topic in order to write or speak about the subject. <u>SUPPORTING STANDARDS</u> RI.5.4 I can determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic.</p>	<p><u>Comprehension Skills:</u> Main idea and details, summarize, compare and contrast text structure, & author's point of view <u>Comprehension Strategies:</u> Think alouds, questions and answers, make predictions, response journals, learning logs, KWL charts, Venn diagram, Text structure sort from the Florida Center for Reading Researching website, main idea organizer on page 132 in Your Turn Workbook. Main Idea/Detail – make a table (main idea is table top and details are the legs) <u>Vocabulary Strategies:</u> Concept circles, concept development maps, semantic gradients, context clues: look for key words, synonyms, antonyms, definitions restatement, and examples in the text. Vocabulary Foldables (found in 5th Grade Dropbox). <u>Suggested Text Selections/Short Piece:</u> Use 2 texts to address all 5 task models: <u>Wonders Series:</u> RI.5.2, RI.5.3: Unit 3 Week 3 – <u>The Story of Snow</u> (non-fiction) RI.5.2, RI.5.8: Unit 3 Week 5 – <u>Machu Picchu: Ancient City</u> (non-fiction) RI. 5.2, RI.5.6, RI.5.8: Unit 5 Week 5 – <u>The Case of the Missing Bees</u> (non-fiction)</p>

subject knowledgeably.

Supporting Standards:

Craft and Structure:

RI.5.4

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

Integration of Knowledge and Ideas:

RI.5.7

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

RI.5.7

I can draw on information from sources, showing the ability to find an answer to a question or to solve a problem.

Suggested Text Selections/Short Piece:

Use 4 texts to address 2 task models: Analyzing the relationship between a series of concepts & analyzing the role of illustrations

Wonders Workshop: Unit 4 How Mighty Kate Stopped the Train pg. 238 and pg. 278 How Grandmother Spider Stole the Sun

Wonders Anthology: Davy Crocket Saves the World

Wonders eBooks:

RI.5.2: The Story of Snow and Winter's Tale

RI.5.3: Camping with the President, Global Warming, Planting the Trees of Kenya, Survival at 40 Below, The Boy Who Drew Birds, The Boy who Invented TV, When is as Planet Not a Planet?, and Who Wrote the U.S. Constitution?

RI.5.8: Machu Pichu: Ancient City, One Well, Rosa, The Case of the Missing Bees, and The Future of Transportation

RI.5.9: A Walk with Teddy, Busy, Beneficial Bees, Dig This Technology!, Fibonacci's Amazing Find, Getting From Here to There, Helping Hands, Our Voices, Our Votes, Parchment and Ink, The Dirt on Dirt, The Park Project, and When Volcanoes Erupt

Common Core Comprehension Practice Level 3 Newmark Learning Gr5

Introduction to Informational Text pg48

Unit 5 pgs 48-61 – Social Studies 4 leveled passages with comprehension questions for each passage

Unit 6 pgs 62-82 – Science 4 leveled passages with comprehension questions for each passage

Introduction to Opinion/Argument Text pg 86

Unit 7 pgs 88-98 – Persuasive Letters leveled passage with comprehension questions

Analysis of visual and multimedia elements –
Wonders: Research and Inquiry Lessons,
Unit 3 Week 4, Unit 5 Week 6, Unit 6 Week 1.
Students peer review for analysis.
Central idea/ lesson of literature
Main Idea/Compare and Contrast

Assessment:

Wonders Series weekly assessments

TCAP weekly skills assessment:

RI.5.2: U3W3, U3W4

RI.5.3: U1W3, U1W4, U2W1, U2W3, U5W3,
U6W3, U6W4

RI.5.5: U1W4, U5W3, U5W4, U6W4

RI.5.8: U3W5, U4W3, U4W4, U5W5

RI.5.9: U4W4, U5W4, U6W3

Writing

CCSS Writing

Power Standards:

Text Types and Purposes:

W.5.1

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

- 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.
- b.** Provide logically ordered reasons that are supported by facts and details.
- c.** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d.** Provide a concluding statement or section related to the opinion presented.

W.5.2

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

- 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.
- b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.** Provide a concluding statement or section related to the information or explanation presented.

Supporting Standards:

None

Writing Outcomes (I can...)

POWER STANDARDS

W.5.1

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a.** I can introduce a topic or text, state an opinion, and create an organizational structure.
- b.** I can provide ordered reasons that are supported by facts and details.
- c.** I can link opinion and reasons using words, phrases, and clauses.
- d.** I can provide a concluding statement or section related to the opinion presented.

W.5.2

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a.** I can introduce a topic, provide focus, group information, and include formatting and multimedia.
- b.** I can develop a topic with facts, definitions, quotations, or other information.
- c.** I can link ideas using words, phrases, or clauses.
- d.** I can use precise language and vocabulary to explain a topic.
- e.** I can provide a conclusion related to the information presented.

Content

Activities/ tasks/ writing prompts:

Common Core Writing to Texts

Newmark Learning Gr 5

W.5.1 – Opinion/Argument Writing Mini Lessons, passages, and prompts pgs 6-12

W.5.2 – Informative/Explanatory Writing Mini Lessons, passages, and prompts pgs 20-26

Razzle Dazzle Writing by Melissa Forney
Expository Writing pgs. 90-114

Wonders Work Station Activity Cards:

W.5.1, W.5.1a, W.5.1b:

Unit 1 Week 5, Unit 3 Week 5, Unit 5 Week 5

W.5.1c:

Unit 3 Week 5, Unit 5 Week 5

W.5.1d:

Unit 5 Week 5

W.5.2, W.5.2b:

Unit 2 Week 1, Unit 2 Week 3, Unit 3 Week 3, Unit 3 Week 4, Unit 4 Week 4, Unit 5 Week 3, Unit 5 Week 4, Unit 6 Week 3, Unit 6 Week 4

W.5.2a:

Unit 5 Week 4, Unit 6 Week 4

W.5.2c:

Unit 4 Week 4

W.5.2e:

Unit 3, Week 4

Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>Power Standards:</u> None</p> <p><u>Supporting Standards:</u> Conventions of Standard English: L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>POWER STANDARDS:</u> none</p> <p><u>SUPPORTING STANDARDS</u> L.5.1 I can show command of the conventions of standard English grammar and usage when writing or speaking. a. I can explain the functions of conjunctions, prepositions, and interjections. b. I can form and use the perfect verb tenses. c. I can use verb tense to convey various times, sequences, states, and conditions. d. I can recognize and correct inappropriate shifts in verb tense. e. I can use correlative conjunctions. L.5.2 I can show command of the conventions of standard English capitalization, punctuation, and spelling in writing. a. I can use punctuation to separate items in a series. b. I can use a comma to separate an introductory element from the rest of the sentence. c. I can use a comma to set off the words <i>yes</i> and <i>no</i>, a question tag, and a direct address. d. I can use underlining, quotation marks, or italics to indicate titles. e. I can spell grade-appropriate words correctly, consulting references if needed.</p>	<p><u>Grammar Skills:</u> Verbs, conjunctions, prepositions, interjections, punctuation, expand/reduce sentences.</p> <p><u>Grammar Strategies/ Activities:</u> Wonders Interactive Games Activities (search by standard) : L.5.1a: 2 Grammar Mini-Lessons on Sentence Combining. L.5.1e: 1 Grammar Mini-lesson on compound sentences and conjunctions. L.5.3a: 1 Grammar Mini-lesson on sentence combining</p> <p><u>Suggested Grammar Resources:</u> Red, Writing and Grammar WB</p> <p><u>Wonders Series</u> Unit 3 Week 3 – helping verbs/main verbs L.5.1b Unit 3 Week 5 – Irregular Verbs and correct verb usage L.5.1b</p> <p><u>Easy Grammar Grades 5 and 6</u> Author: Wanda B Phillips Verbs: helping verbs pg 78 Regular and irregular verbs pgs 86-87 Action/Linking Verbs pg 129</p> <p><u>Assessments</u> Wonders Series weekly assessments TCAP weekly skills assessment</p>

Knowledge and Language: L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	L.5.3 I can use knowledge of language and its conventions when writing, speaking, reading, or listening. a. I can expand, combine, and reduce sentences for meaning, interest, and style. b. I can compare and contrast the varieties of English in stories, dramas, and poems.	
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>POWER STANDARDS:</u> none <u>SUPPORTING STANDARDS:</u> none	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> none		

Standards that are ongoing throughout the year:

<p>Key Ideas and Details: RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Key Ideas and Details: RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Phonics and Word Recognition: RF. 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.</p>
<p>Range of Reading and Level of Text Complexity: RL. 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity: RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Fluency RF. 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Vocabulary Acquisition and Use L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>Production and Distribution of Writing: W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)</p>	

Fifth Grade: ELA Curriculum Guide

Unit 9: Weeks 25-27 Comprehending Literature

Essential Questions: What narrative technique does the author use in the text, and how do these techniques enhance, influence, or hinder the text/texts?

Reading for Literature

CCSS Literature

Power Standards:

Key Ideas and Details:

RL.5.2

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

Craft and Structure:

RL.5.4

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

RL.5.6

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

Integration of Knowledge and Ideas:

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.

Supporting Standards:

Key Ideas and Details:

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).

Craft and Structure:

RL.5.5

Explain how a series of chapters, scenes, or

Literature Outcomes (I can...)

POWER STANDARDS

RL.5.2

I can determine a theme of a story, drama, or poem, and I can summarize the text.

RL.5.4

I can determine the meaning of words and phrases in a text, including figurative language such as metaphors and similes.

RL.5.6

I can describe how a narrator's or speaker's point of view influences how events are described.

RL.5.9

I can compare and contrast stories in the same genre on their approaches to similar themes and topics.

SUPPORTING STANDARDS

RL.5.3

I can compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text.

RL.5.5

Content

Comprehension Skills:

Theme, summarize, text structure, compare and contrast, inference, prediction, metaphors and similes, point of view

Comprehension Strategies:

Think aloud, make predictions, response journals, learning logs, KWL charts, Venn diagram, Text structure sort from the Florida Center for Reading Researching website, theme organizer on page 192 in Your Turn Workbook.

Vocabulary Strategies:

Concept circles, concept development maps, semantic gradients, context clues: look for key words, synonyms, antonyms, definitions restatement, and examples in the text.

Vocabulary Foldable and Vocab Station (see 5th grade drop box under ELA Resources). These are templates that you can use for study guides and word sorts. Change as needed.

SpellingCity.com (\$)

Scootpad.com \$

Mobymax.com

Wonders Vocabulary Presentations

Context Clues – Wonders Series U1W1, U2W1, U3,W2, U4W4, U5W1, U5W3, and U6, W3 - L.5.4a

Roots – U1W4, U3W3, U3W4, U5W4, U5W5 - L.5.4b

L.5.4c – U6W2 connotation/denotation

L.5.5a – figurative language U2W2, U4W5

Idioms – L.5.5b – U1W2, U4W2, U5W2

L.5.5c – homographs U1W3, U2W5, and U6W4

Prefixes – U1W5

stanzas fits together to provide the overall structure of a particular story, drama, or poem.

I can tell how a series of chapters, scenes, or stanzas fits to give the structure of particular story, drama, or poem.

Suggested Text Selections/Short Piece:

(Use 2 literary texts & Use 1 literary text and 1 non-fiction text)

Where the Mountain Meets the Moon by Grace Lin
Cont Read and Understand passage list

Vietnamese Holidays and Dancing to the Drum

Amazing Ants! And Beaks and Feathers

Wonders Series –

Unit 4 Week 1 – Davy Crockett Saves the World and How Mighty Kate Stopped the Train RL.5.4, RL.5.6, RL.5.9

Unit 4 Week 2 – A Window into History: The Mystery of the Cellar Window RL.5.6, RL.5.5 (Drama)

Unit 5 Week1- Ida B and Miguel in the Middle RL.5.6, RL.5.3, RL.5.9

Read and Understand with Leveled Texts Grade 5
Evan-Moor-

RL.5.3 – Comparing Texts

Where in the World and Cheng Wan's Visitor

Maria Tallchief and Jesse Owens

The Warrior and the Princess and The One Inch Boy

Story: Reading Writing Workshop-

Unit 3 Week 1 A Reluctant Traveler pg. 166-167

Unit 6 Week 2 The Bully pg. 396-399

Unit 4 Week 2 (poetry) How Do I Hold The Summer pg. 294-295

Wonders Literature Anthology

Unit 6 Week 2 The Friend Who Changed My Life pg. 450-461

Unit 3 Week 1 They Don't Mean It pg. 182-1995

Unit 3 Week 2 Weslandia pgs. 198-213

Unit 4 Week 5 (poetry) A Story of How A Wall Stands pg. 344-345

Read Works: (nonfiction) Eye Witness to History: Children of War

<http://www.readworks.org/passages/eyewitness-history-children-war>

Assessment:

Wonders Unit Tests:

Unit 3 Week 1

Unit 3 Week 2

Unit 4 Week 2

Unit 4 Week 5

Unit 6 Week 2

E Reading Worksheets:

<http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/>

Writing

CCSS Writing

Power Standards:
none

Supporting Standards:
none

Writing Outcomes (I can...)

POWER STANDARDS: none

SUPPORTING STANDARDS: none

Content

Activities/ tasks/ writing prompts:

Quick writes
Charting
Readers/writer notebook

Task:

Students could answer one of the following writing prompts and then have a peer review and give advice to help enhance the quality of work.

This is a link to a writing unit:

<http://gomaisa.org/sites/default/files/5th-Grade-Literacy-Essay-Unit.PDF>

TNCORE English Language Art : A Study of Author Pam Munoz Ryan

Writing Prompts:

What insight do we gain from the use of figurative language used in the text?

What narrative techniques does the author, _____ use?

What do you learn about the narrator?

What are the major events in the story?

What is the narrator's point of view and how does it influence the story?

What are the events in the story that helped you to determine the theme of the text/texts?

Language

CCSS Language	Outcomes (I can...)	Content
<p><u>Power Standards:</u> Vocabulary Acquisition and Use: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p> <p><u>Supporting Standards:</u> none</p>	<p><u>POWER STANDARDS</u> L.5.4 I can determine the meaning of unknown words and phrases based on grade 5 reading and content. L.5.4a I can use context as a clue to the meaning of words and phrases. L.5.4b I can use common Greek and Latin affixes and roots as clues to the meaning of the word. L.5.4c I can consult reference materials (print or digital) to find the meanings of words and phrases. L.5.5 I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5a I can interpret figurative language, including similes and metaphors, in context. L.5.5b I can recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5c I can use the relationship between particular words to better understand them.</p> <p><u>SUPPORTING STANDARDS</u> none</p>	<p><u>Grammar Skills:</u> Figurative Language Context clues Prefixes Suffixes Greek and Latin affixes and roots <u>Grammar Strategies/ Activities:</u> Greek and Latin Roots - see folder in 5th Grade Drop Box – contains Power Points and flipcharts for teaching/studying Greek and Latin Roots. <i>Systematic Word Study</i> grades 4-5 (Scholastic) <u>Suggested Grammar Resources:</u> Red Writing and Grammar WB Brain Pop- Idioms and Clichés, Context Clues, roots prefixes and suffixes, similes and metaphors Read Write Think- 5 types of context clues Wonders –Context Clues Unit 1 Week 1 T24-T25- Your turn workbook pg. 7 Unit 3 week 2- T88-T89 Unit 4 Week 4- T280-T281 Your turn page 197 Read Works- Figurative Language Unit http://www.readworks.org/lessons/grade5/leaf-leaf-autumn-poems/lesson-5 http://www.readwritethink.org/files/resources/lesson_images/lesson1089/types_context_clues.pdf http://www.education.com/activity/fifth-grade/writing/</p> <p><u>Assessments</u> Wonders Unit tests from units listed above The Grammar and Writing Book reviews and unit test Study Island Quizzes</p>

Speaking and Listening

CCSS Speaking and Listening	Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>POWER STANDARDS:</u> none <u>SUPPORTING STANDARDS:</u> none	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th GradeShare folder
<u>Supporting Standards:</u> none		

Standards that are ongoing throughout the year:

Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 10: Weeks 28-30 Comprehending Information

Essential Questions: How can scientific knowledge change over time? How do natural events and human activities affect the environment?

Reading Information

CCSS Information	Information Outcomes (I can...)	Content
<p>Power Standards: Key Ideas and Details: RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Craft and Structure: RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>POWER STANDARDS</p> <ul style="list-style-type: none"> • I can determine the main ideas of a text. • I can explain how the main idea is supported by keys details. • I can summarize the text. • I can analyze different accounts of the same event or topic, identifying important similarities. • I can distinguish differences in multiple accounts of the same event or topic. 	<p><u>Comprehension Skills:</u> Cause and Effect Main Idea and Supporting Details</p> <hr/> <p><u>Comprehension Strategies:</u> Ask and Answer Questions Summarize text</p> <hr/> <p><u>Vocabulary Strategies:</u></p>
<p>Supporting Standards: Key Ideas and Details: 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>Craft and Structure: 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</i></p>	<p>SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> • I can explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text. • I can interpret the relationship between two or more ideas or concepts in a historical, scientific, or technical text based on specific information in the text. • I can determine the meaning of 5th grade vocabulary and phrases in a 	<p><u>Suggested Text Selections/Short Piece:</u> Use 2 non- fiction texts & use 1 non- fiction and 1 literary text Time for Kids article: “The Price of Ivory” http://www.timeforkids.com/search/site/The%20Price%20of%20Ivory</p> <p>Wonders Workshop: Unit 5, Wk5 -Should Plants and Animals from Other Places Live Here?</p> <p>Wonders Anthology: Unit 5, Wk5 – The Case of the Missing Bees</p> <p>Other Resources: <u>Teaching Students to Read Nonfiction</u>, Scholastic Teaching Strategies, Grades 4 and up * book contains great graphic organizers for Cause/Effect</p>

<p>or subject area.</p> <p>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.</p> <p>Integration of Knowledge and Ideas: RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>text.</p> <ul style="list-style-type: none"> • I can compare and contrast the structure of two or more texts (chronology, comparison, cause/effect, problem/solution). • I can use information from several texts on the same topic to write about the subject knowledgeably. • I can speak about a topic integrating information from different texts. 	<p><u>Assessment:</u> Common Assessments/ quick checks: <i>Wonders TCAP Weekly</i></p>
Writing		
CCSS Writing	Writing Outcomes (I can...)	Content
<p><u>Power Standards:</u> none</p>	<p><u>POWER STANDARDS:</u> none</p> <p><u>SUPPORTING STANDARDS:</u> none</p>	<p><u>Activities/ tasks/ writing prompts:</u> none</p>
<p><u>Supporting Standards:</u> None</p>		

Language

CCSS Language	Language Outcomes (I can...)	Content
<p>Power Standards: Vocabulary Acquisition and Use: L.5.4a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>POWER STANDARDS</p> <ul style="list-style-type: none"> • I can use context clues to determine the meaning of a word or phrase. • I can use Greek and Latin affixes and roots to determine the meaning of words and phrases. • I can consult printed reference materials to find the pronunciation and meaning of key words or phrases. • I can consult digital reference materials to find the pronunciation and meaning of key words and phrases. • I can interpret figurative language (similes and metaphors) in context. • I can use the relationship between particular words (synonyms, antonyms, and homographs) to understand meaning of each of the words. <p>SUPPORTING STANDARDS: none</p>	<p>Grammar Skills: Using context clues to determine meaning, using Greek and Latin affixes and roots to determine meaning, use reference materials, interpret figurative language, use relationships between synonyms, antonyms, and homographs to determine meaning.</p> <p>Grammar Strategies/ Activities: Use highlighter to highlight context clues surrounding multiple meaning words, Greek and Latin affixes and roots in complex texts. Use reference materials to locate information needed to determine meaning. Analogies to determine relationships between homographs and synonyms and antonyms Use poems to identify figurative language</p> <p>Suggested Grammar Resources: Red, Writing and Grammar WB <i>Systematic Word Study</i> Grades 4-5</p> <p>Assessment: Wonders Curriculum Weekly TCAP Assessment Workbook WEEKLY ASSESSMENT In this component, students read two selections each week and respond to items focusing on Comprehension Skills and Vocabulary Strategies. These items assess the ability to access meaning from the text and demonstrate understanding of unknown and multiple-meaning words and phrases.</p>
<p>Supporting Standards: None</p>		

Speaking and Listening		
CCSS Speaking and Listening	Outcomes (I can...)	Content
<u>Power Standards:</u> 	<u>POWER STANDARDS:</u> none <u>SUPPORTING STANDARDS:</u> none	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> 		

Standards that are ongoing throughout the year:

Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.
Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	

Fifth Grade: ELA Curriculum Guide

Unit 11: Weeks 31-33

Test Prep

Essential Questions: How is the theme supported by the experiences of the characters throughout the story, dram, or poem?
What actions can we take to get along with others?

Reading Literature

CCSS Literature	Literature Outcomes (I can...)	Content
<u>Power Standards:</u> Key Ideas and Details: RL. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how	<u>POWER STANDARDS</u> RL. 5.2 <ul style="list-style-type: none">I can determine the theme of a	<u>Comprehension Skills:</u> Theme, summary, story elements, and text structure of a story, drama, or poem

<p>characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</p> <p>Craft and Structure:</p> <p>RL.5.4</p> <p>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.5.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Integration of Knowledge and Ideas: RL.5.9</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><u>SUPPORTING STANDARDS</u></p> <p>RL.5.3</p>	<p>story using details in a text.</p> <ul style="list-style-type: none"> • I can explain the characters actions from text. • I can explain the speakers' point of view in a poem. • I can summarize the text. • I can determine the theme of a poem from details using text. <p>RL. 5.4</p> <ul style="list-style-type: none"> • I can determine the meaning of words or phrases as they are used in text. <p>RL. 5.6</p> <ul style="list-style-type: none"> • I can describe how a narrator's point of view influences how events are described. <p>RL. 5.9</p> <ul style="list-style-type: none"> • I can compare and contrast themes in stories of the same genre. • I can compare and contrast topics in stories of the same genre. <p><u>SUPPORTING STANDARDS:</u> RL.5.3</p> <p>I can compare and contrast the interaction</p>	<p><u>Comprehension Strategies:</u></p> <p>Summarize, compare and contrast (Venn Diagram or T – Chart)</p> <hr/> <p><u>Vocabulary Strategies:</u></p> <p>Figurative Language, context clues</p> <p>www.flocabulary.com has wonderful videos/raps for both of these topics. Some are free and some will need a subscription.</p> <p><u>Assessment:</u></p> <p>Wonders TCAP Weekly Questions that accompany Readworks.org passages for quick checks Assessments that accompany Learnzillion.com lessons</p>
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<p>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.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>of two or more characters in a story or drama.</p> <p>I can compare and contrast the settings in a story or drama.</p> <p>I can compare and contrast the details in a story or drama.</p> <p>RL.5.5</p> <p>I can explain the structure of a drama using scenes.</p> <p>I can explain the structure of a poem using stanzas.</p> <p>I can describe how a narrator's point of view influences how events are described.</p>	
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Key Ideas and Details:
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).

Craft and Structure:

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

Suggested Text Selections/Short Pieces:

- “Shipped Out” - Wonders Reading/Writing Workshop
- “The Bully” – Wonders Reading/Writing Workshop
- “The Unbreakable Code” – Wonders Anthology
- “The Friend Who Changed My Life” Wonders Anthology
- Literature Passage - Readworks – “Twins Luck” (theme) <http://www.readworks.org/passages/twins-luck> (lower Lexile for this point in the school year so this passage could be used for remediation)
- Informational Passage – Readworks – “Eyewitness to History: Children of War” (theme) <http://www.readworks.org/passages/eyewitness-history-children-war>
- Poem – Learnzillion – “Casey at the Bat” - poem and lesson set http://learnzillion.com/courses/28?collection_id=265
- Author’s Study Unit www.tncore.org

Reading Informational Text

CCSS Information	Information Outcomes (I can...)	Content
<p><u>Power Standards:</u> Key Ideas and Details: RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Craft and Structure: RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>POWER STANDARDS</u></p> <p>I can identify main and supporting ideas.</p> <p>I can make text-to-text connections.</p> <p>I can compare and contrast two pieces of text.</p> <p>I can identify cause and effect relationships.</p> <p>I can use context clues to identify the meaning of unknown words.</p>	<p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> • Cause/Effect
		<p><u>Comprehension Strategies:</u></p> <ul style="list-style-type: none"> • Summarize • Ask and Answer Question • Compare /Contrast
		<p><u>Vocabulary Strategies:</u></p> <ul style="list-style-type: none"> • Connotation/denotation • Homophones • Context Clues

<p><u>Supporting Standards:</u> Key Ideas and Details: RI.5.3</p> <p>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>Craft and Structure: RI.5.4</p> <p>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>RI.5.5</p> <p>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</p> <p>RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>SUPPORTING STANDARDS:</u> RI.5.3</p> <ul style="list-style-type: none"> I can explain relationships between events, ideas, or procedures from an informational text and use the text to support my explanation. <p>RI.5.4</p> <ul style="list-style-type: none"> I can determine the meaning of words or phrases in a 5th grade text. <p>RI.5.5</p> <ul style="list-style-type: none"> I can compare & contrast the overall structure of events or ideas in two or more texts <p>RI.5.9</p> <ul style="list-style-type: none"> I can combine information from two texts on the same topic to write or speak about the subject. 	<p>Suggested Text Selections/Short Pieces:</p> <p>“Allies in Action” (Wonders pp446-449) HTTP://WWW.LAPAHIE.COM/NAVAJO_CODE_TALKER_ORIGINAL_CODE.CFM</p> <p>“The Navajo code Talkers” HTTPS://WWW.TEACHERVISION.COM/TV/PRINTABLES/TCR/1576901009_237.PDF</p> <p>“Choose Your Strategy: A Guide to getting Along” (Wonders pp 464-467) “10 Attitudes of Successful Workers” www.careerbuilder.com “Mysterious Oceans” (Wonders R/WW pp410-413) “Surviving At 40 Below” (Wonders Anthology pp468-485) “Cave Creatures” (Wonders leveled readers) “Reef Rescue” (Lexile 830) WWW.READWORKS.ORG “Reading Daily Skill Builder” Oceans Unit</p> <p>Assessment:</p> <p>TCAP weekly test (Wonders series)</p> <p>Jacob’s Ladder Reading Comprehension program</p> <p>Venn Diagrams</p>
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Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<u>POWER STANDARDS:</u> none	<u>POWER STANDARDS:</u> none	<u>Activities/ tasks/ writing prompts:</u> none
None	<u>SUPPORTING STANDARDS:</u> none	

Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>POWER STANDARDS:</u></p> <p>Vocabulary Acquisition and Use: L.5.4a-c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and</p>	<p><u>POWER STANDARDS:</u></p> <ul style="list-style-type: none"> • I can use context clues to determine the meaning of a word or phrase. • I can use Greek and Latin affixes and roots to determine the meaning of words and phrases. • I can consult printed reference materials to find the pronunciation and meaning of key words or phrases. • I can consult digital reference materials to find the pronunciation and meaning of key words and phrases. • I can interpret figurative language (similes and metaphors) in context. • I can use the relationship between particular words (synonyms, antonyms, and 	<p>Grammar Skills:</p> <p>Using context clues to determine meaning, using Greek and Latin affixes and roots to determine meaning, use reference materials, interpret figurative language, use relationships between synonyms, antonyms, and homographs to determine meaning.</p> <p><u>Grammar Strategies/ Activities:</u></p> <p>Use highlighter to highlight context clues surrounding multiple meaning words, Greek and Latin affixes and roots in complex texts.</p> <p>Use references materials to locate information needed to determine meaning.</p> <p>Analogies to determine relationships between homographs and synonyms and antonyms</p> <p>Use poems to identify figurative language</p> <p><u>Suggested Grammar Resources:</u></p> <p>Wonders Curriculum Workbook Units 5 and 6</p>

<p>phrases.</p> <p>L.5.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>SUPPORTING STANDARDS:</u></p> <p>none</p>	<p>homographs) to understand meaning of each of the words.</p> <p><u>SUPPORTING STANDARDS:</u></p> <p>none</p>	<p>Red, Writing and Grammar textbook and WB</p> <p>Carson-Dellosa Publishing Word Play and Reading for Understanding</p> <p>Mountain Language Kit (Use weekly to enhance and strengthen language skills)</p> <p>Evan-Moor – Read and Understand Poetry</p> <p><u>Assessments</u></p> <p>Wonders Curriculum Weekly TCAP Assessment Workbook</p> <p>WEEKLY ASSESSMENT</p> <p>In this component, students read two selections each week and respond to items focusing on Comprehension Skills and Vocabulary Strategies. These items assess the ability to access meaning from the text and demonstrate understanding of unknown and multiple-meaning words and phrases.</p>
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Speaking and Listening		
CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>POWER STANDARDS:</u> none	Accountable Talk Toolkit: Located in the 5 th grade Drop Box in the 5 th Grade Share folder
<u>Supporting Standards:</u> none	<u>SUPPORTING STANDARDS:</u> none	

Standards that are ongoing throughout the year:

<p>Key Ideas and Details: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Key Ideas and Details: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Phonics and Word Recognition: RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF 5.3a 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.</p>
<p>Range of Reading and Level of Text Complexity: RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Range of Reading and Level of Text Complexity: RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Fluency RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF 5.4a Read grade-level text with purpose and understanding. RF 5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Vocabulary Acquisition and Use L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Production and Distribution of Writing: W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)</p>	

Key Ideas and Details:

RL 5.1

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

Key Ideas and Details:

RI 5.1

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

Phonics and Word Recognition:

RF 5.3

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

RF 5.3a

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.

Range of Reading and Level of Text Complexity:

RL 5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Range of Reading and Level of Text Complexity:

RI 5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Fluency

RF 5.4

Read with sufficient accuracy and fluency to support comprehension.

RF 5.4a

Read grade-level text with purpose and understanding.

RF 5.4b

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

RF 5.4c

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

Vocabulary Acquisition and Use

L 5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Production and Distribution of Writing:

W 5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)

Fifth Grade: ELA Curriculum Guide

Unit 12: Weeks 34-36

Research

Essential Questions: What impact do our actions have on our world? What can our connections to the world teach us?

Reading Literature

CCSS Literature	Literature Outcomes (I can...)	Content
<u>Power Standards:</u> Integration of Knowledge and Ideas: 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.	<u>POWER STANDARDS</u> I can compare and contrast themes in stories of the same genre. I can compare and contrast topics in stories of the	<u>Comprehension Skills:</u> Story elements, theme
		<u>Comprehension Strategies:</u> Compare and contrast

	same genre.	<u>Vocabulary Strategies:</u>
	<u>SUPPORTING STANDARDS:</u> none	
<u>Supporting Standards:</u> none		<u>Suggested Text Selections/Short Pieces:</u> 2 texts required for RL.5.9 5 th grade Author Study Unit and Author Study text packet – WWW.TNCORE.ORG Curricular Resources Grades 4-5 Cinderella Fairy Tale Study with various versions of Cinderella (Could use versions of the same fairy tale or different fairy tales) <u>Cinderella:</u> by Hans Christian Anderson <u>The Persian Cinderella</u> : by Shirley Climo <u>Bubba the Cowboy Prince: A Fractured Texas Tale</u> by James Kettelman
		<u>Assessment:</u> Wonders TCAP Weekly

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Reading Informational Text

CCSS Information	Information Outcomes (I can...)	Content
<u>Power Standards:</u> none	<u>POWER STANDARDS:</u> none	<u>Comprehension Skills:</u> Problem & Solution
		<u>Comprehension Strategies:</u> Graphic organizer - T chart
		<u>Vocabulary Strategies:</u> synonyms/antonyms, homographs- use visual vocabulary cards(Wonders)

<p><u>Supporting Standards:</u> Key Ideas and Details: RI.5.3</p> <p>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>Craft and Structure: RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>SUPPORTING STANDARDS</u></p> <p>I can explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text.</p> <p>I can compare the relationships between two or more events in a historical, scientific, or technical text.</p> <p>I can interpret the relationship between two or more ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>I can analyze different accounts of the same event or topic, identifying important similarities.</p> <p>I can distinguish differences in multiple accounts of the same event or topic.</p>	<p><u>Suggested Text Selections/Short Pieces:</u></p> <p>readworks.org selection of historical fiction short text</p> <p>Majory Stoneman Douglas: Guardian of the Everglades (On level reader)</p> <p>The Story of the Three Musketeers (leveled reader)</p> <p><u>Assessment:</u></p> <p><u>Weekly Assessment book pgs. 337-348</u></p>

Writing

CCSS Writing	Writing Outcomes (I can...)	Content
<p>Power Standards: Production and Distribution of Writing: W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Research to Build and Present Knowledge W.5.9 a & b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>POWER STANDARDS</p> <p>W.5.7</p> <p>I can conduct research projects using several sources.</p> <p>W.5.9a+b</p> <p>I can draw evidence from literature to support analysis through comparing and contrasting.</p> <p>I can reflect on the literary text (describe in depth setting, characters, or events in a story).</p> <p>I can support analysis of informational text using reasons and evidence to support particular points.</p> <p>I can research using informational text.</p>	<p><u>Activities/ tasks/ writing prompts:</u></p> <p>Must list sources</p> <p>Summarize</p> <p>paraphrase</p> <p>www.tncore.org - Space Exploration Unit, Grade 5 and Authors Study Unit</p> <p>http://www.writingfix.com - strategies/skills</p> <p>http://cuip.uchicago.edu/~mmanning/2001/graphicorganizers.htm - graphic organizers</p> <p>http://www.middleweb.com/13552/seven-simple-steps-better-student-writing/ - Seven Simple Steps to Better Student Writing</p> <p>http://www.readwritethink.org Units of Study in Opinion, Information, and Narrative Writing - Lucy Calkins (Heinemann)</p>

Supporting Standards:**Production and Distribution of Writing:****W.5.4**

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

W.5.5

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

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.

Research to Build and Present Knowledge:**W.5.8**

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

SUPPORTING STANDARDS**W.5.4**

I can produce clear and coherent writing that is appropriate to the task or purpose.

W.5.5

I can develop and strengthen the writing process through planning with guidance from peers and adults.

W.5.6

I can revise and edit writing with guidance and support from peers and adults.

I can rewrite or try a new approach through guidance from peers and adults.

Range of Writing:

W.5.10

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

Language

CCSS Language	Language Outcomes (I can...)	Content
<p><u>Power Standards:</u> Vocabulary Acquisition and Use: L.5.4a-c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><u>POWER STANDARDS</u></p> <p>I can use context clues to determine the meaning of a word or phrase.</p> <p>I can use Greek and Latin affixes and roots to determine the meaning of words and phrases.</p> <p>I can consult printed reference materials to find the pronunciation and meaning of key words or phrases.</p> <p>I can consult digital reference materials to find the pronunciation and meaning of key words and phrases.</p>	<p><u>Grammar Skills:</u></p> <p>Using context clues to determine meaning, using Greek and Latin affixes and roots to determine meaning. Use reference materials to find the pronunciation and meaning of key words and phrases.</p> <p><u>Grammar Strategies/ Activities:</u></p> <p>Use highlighter to highlight context clues surrounding multiple meaning words, Greek and Latin affixes and roots in complex texts. Use references materials to locate information needed to determine meaning.</p>

<p><u>Supporting Standards:</u> Conventions of Standard English: L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p><u>SUPPORTING STANDARDS</u></p> <p>I can explain the function of conjunctions.</p> <p>I can explain the function of prepositions.</p> <p>I can explain the function of interjections.</p>	<p><u>Suggested Grammar Resources:</u></p> <p>Reading Wonders Curriculum Workbook Units 5 and 6</p> <p>Red, W Red, Writing and Grammar textbook and WB – for supporting standards</p> <p>Carson-Dellosa Publishing Word Play and Reading for Understanding</p> <p>Mountain Language Kit (Use weekly to enhance and strengthen language skills)</p> <p><u>Assessments</u> Wonders Curriculum Weekly TCAP Assessment Workbook</p> <p>WEEKLY ASSESSMENT</p> <p>In this component, students read two selections each week and respond to items focusing on Comprehension Skills and Vocabulary Strategies. These items assess the ability to access meaning from the text and demonstrate understanding of unknown and multiple-meaning words and phrases.</p>
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Speaking and Listening

CCSS Speaking and Listening	Speaking & Listening Outcomes (I can...)	Content
<p><u>Power Standards:</u> SL.5.1a-d Comprehension and Collaboration: 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>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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><u>POWER STANDARDS</u></p> <p>SL.5.1a-d</p> <ul style="list-style-type: none"> • I can engage in a range of discussions (in groups, one-on-one, teacher-led). • I can read and study to prepare for discussion. • I can follow rules for discussion. • I can carry out assigned roles for discussion. • I can ask questions in a discussion. • I can respond to specific questions in a discussion. • I can review key ideas expressed in a discussion. • I can draw conclusions using information and knowledge gained from discussions. <p>SL.5.2</p> <ul style="list-style-type: none"> • I can summarize written text read aloud. • I can summarize information presented in diverse media. 	<p>Accountable Talk Toolkit: Located in the 5th grade Drop Box in the 5th Grade Share folder</p>

<p>Presentation of Knowledge and Ideas: SL.5.4</p> <p>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.5.4</p> <ul style="list-style-type: none"> • I can report on a topic sequencing ideas using appropriate facts and relevant details. • I can present an opinion sequencing ideas and logically using appropriate details. <p><u>SUPPORTING STANDARDS:</u> none</p>	
<p><u>Supporting Standards:</u> none</p>		

Standards that are ongoing throughout the year:

Key Ideas and Details:

RL 5.1

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

Key Ideas and Details:

RI 5.1

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

Phonics and Word Recognition:

RF 5.3

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

RF 5.3a

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.

Range of Reading and Level of Text Complexity:

RL 5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Range of Reading and Level of Text Complexity:

RI 5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Fluency

RF 5.4

Read with sufficient accuracy and fluency to support comprehension.

RF 5.4a

Read grade-level text with purpose and understanding.

RF 5.4b

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

RF 5.4c

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

Vocabulary Acquisition and Use

L 5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Production and Distribution of Writing:

W 5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)