Standards-Based Essential Skills to Be Targeted Throughout the Unit

CCSS.ELA-Literacy.RF.4h
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of a story, drama, or poem; provide evidence from the text supporting the theme.
3. Compare and contrast the structure and elements of two or more texts

CCSS.ELA-Literacy.RI.5
1. Compare and contrast two or more individuals, events, or ideas in a nonfiction text, drawing on specific details and examples from the text.
2. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3. Explain how an author编织s the structure and elements of a specific text to convey an overall meaning or to emphasize the different effect.

Assessment:

Formative – During Unit
- Crosswalk Coach for each unit
- Self-assessment: online and written
- Vocabulary and content knowledge homework
- Spelling words in alphabetical order, 5 times each and in sentences
- Spelling Tests
- Independent Reading Log
- Reader response homework from the book

Summative – End of Unit:
- Unit test
- Independent Reading Book Project
- Running records fluency check

Presentation:
- Book project presentation: focus-preparedness

Literature Based Writing:
- Literature: 6th grade reading lists
- Summarize
- How characters change and grow using character map.
- Compare/contrast texts using multimedia sources and resources
- Writing in response to literature
- book project

Informational Writing:
- Natural disaster research and writing piece
- Supporting inferences about immigration from a factual website and writing paragraphs for each inference
- Writing from informational text research

Strategies or Best Practices Used to Explicitly Teach Skills and

- Tests will be read aloud, read independently in class and assigned for homework.
- Character map: model as a class, then pairs, then independently.
- Crosswalk Coach: Pracives many of these skills per lessons used
- With partner, identify figurative language from poems
- Independent, partner, and small group tasks to practice skills learned in class in relation to the story read in class
- Compare and Contrast graphic organizers, and essay outlines
- Individually selected novels
- Practice making inferences and supporting with details
- Multiple accounts and perspectives on tornadoes
- Practice reading with fluency and using strategies to decode and/or decipher words

Instructional Resources

Central Grade Appropriate Text
- Reading Street stories and leveled readers

Nonfiction:
- RS "Thunder Roses," RI.2, L5a, structure of text, cause/effect p. 42, respond to challenges, figurative language
- RS "Island of the Blue Dolphins," RI.1 (infer and use textual evidence to support), RI.2 (main idea), RI.6 (why was story in 1st person)
- Zone books- RI.11 (self select books), RI.11b (recommendations and why)

Informational:
- RS "Survival by Anne Kelly, RI.5 (ex and explain figurative language)
- Tornadoes by Kate Manning; RI.5 (ex and explain figurative language)
- RS "The Challenges of Storm Chasing by Chris Downey RI.9 (part of research on tornadoes)
- RS "Island of the Blue Dolphins," RI.1 (infer and use textual evidence to support), RI.2 (main idea), RI.6 (why was story in 1st person)
- Zone books- RI.11 (self select books), RI.11b (recommendations and why)
- "A book for reading" by Laura Danning, RI.9 (part of research on tornadoes)
- "The Land of Opportunity by Peggy Bresnick Kendler, RI.8 (decide why the author makes the claims that he does based on facts)
- "Storm Danger" by Kristin Cashore, RI.9 (part of research on tornadoes)
- "Forecasting the Weather" by Donna Latham, RI.9 (part of research on tornadoes)
### 5th grade ELA

#### Unit 1


**Notes:**
- How is text organized?
- Compare/contrast
- POVs
- Theme
- Figurative Language
- Character Traits/responding to challenges
- Cause/Effect
- Webquests

**Crosswalks:**
- teacher.scholastic.com/activities/immigration/tour
- weatherwiz.com

<table>
<thead>
<tr>
<th>Key Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is text organized: chronology, comparison, cause/effect, problem/solution, RL.5</td>
<td>Use computers/iPads for audio/visual examples of short stories, informational text, and poems</td>
</tr>
<tr>
<td>POVs, RL.6, RL.10, L.4.a</td>
<td>Crosswalk السابق, Reading (story), and reading logs - think-pair-share, presentation, supporting and defending ideas</td>
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<tr>
<td>Theme/main idea, RL.2, RL.10</td>
<td>Discussion with peers, whole group, and presented information</td>
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<tr>
<td>Figurative language, RL.4, L.5.a, RL.10</td>
<td>Use appropriate and correctly in speech and discussion</td>
</tr>
<tr>
<td>Context clues, RL.4, L.4.a</td>
<td>Proficiency in speaking and listening</td>
</tr>
<tr>
<td>Draw info. from multimedia sources, RI.7</td>
<td>Classroom writing: demonstrate proficiency in language conventions</td>
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<tr>
<td>Titles, L.2.d</td>
<td>Weekly grammar/convention fix-it minilessons</td>
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<tr>
<td>Compare/contrast how characters interact with their surroundings, RL.3</td>
<td>Vocabulary word models and gallery walks</td>
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<td>What is the perspective of the character? RL.6, RL.10</td>
<td>Strategize and discuss how to strategize to decipher word meaning</td>
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<tr>
<td>Character traits: responding to challenges, RL.2</td>
<td>Address &quot;used but confused&quot; conventions in writing and speaking in minilessons</td>
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<tr>
<td>Cause/effect, RL.3, RL.5</td>
<td>Grammar minilessons and practice as problems are noticed</td>
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<td>Whole group &quot;what’s wrong with this?&quot; practice from anonymous student work samples</td>
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<td>Working in a variety of structures: independent, partners, triads, small group, whole group in order to discuss and defend ideas with evidence</td>
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<td></td>
<td>Classroom discussion-practice</td>
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**Tier 2 – Academic Vocabulary:**
- L4, L5, L6

**Tier 3 – Content Vocabulary:**
- L4, L5, L6

- Immigration, survival, pitch, veins, resourceful, ravine, kelp, headland, sinew, circumstances, peddler, hustled, luxury, tenement

D Beckwith
5th grade ELA
Unit 1
### Holocaust Research Essay Presentation:

**Summative – End of Unit:**
- Title exercises
- Benchmark Test
- Fresh Reads: progress monitoring
- Fluency and understanding assessment of poems
- Reader Response Questions
- Look Back and Write

**Mid Oct. - Nov 22**

**Unit 2**

"Be the change you wish to see in the world." — Mahatma Gandhi

### Assessments:

**Formativa – During Unit:**
- Crosswalk assessments (Lessons 2, 15, 16, 18)
- Novels: comprehension questions and projects
- Spelling Tests
- Listening Exercises
- Look Back and Write
- Reader Response Questions
- Fluency and understanding assessment of poems
- Holocaust research paper
- Title exercises

**Summative – End of Unit:**
- Benchmark Test
- Fresh Reads: progress monitoring
- Presentation: Holocaust Research Essay

### Instructional Resources

**Shift 3: Staircase of Text Complexity**
- Central Grade Appropriate Texts:
  - Reading Street: novels; Leveled Readers on the Holocaust

**Shift 1: Balance of Informational and Literary Text**
- "Inside Out" by Francisco Imanes
- "Passage to Freedom" by Ken Mochizuki
- Tangerine by Edward Bloor
- Wringer by Jerry Spinelli

### Standards-Based Essential Skills to be Targeted Throughout the Unit

**CCSS ELA-Literacy RF.5, RL.5**
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3. Describe how a narrator’s or speaker’s point of view influences how events are described.
4. 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.

**CCSS ELA-Literacy W.5**
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   - 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.
   - Provide logical reasons that are supported by facts and details.
   - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, in contrast).
   - Conclude your statement or section related to the opinion presented.

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

3. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

### Strategies or Best Practices Used to Explicitly Teach Skills and Concepts

**Holocaust research paper (based on research and "Passage to Freedom") including:**
- Title work exercises
- Summarizing
- Title exercises
- Combined 6th and Info Based Writing: Holocaust research paper (Based on research and "Passage to Freedom")
- Mini anchor charts

**Holocaust Rescuers by Gretchen McBride**
- A Safe Haven
- "For Peace Sake" by Cedric McClester
- "Two People I Want to Be Like" by Eve Merriam
- "Not in Vain" by Emily Dickinson
- "Strangers" by Janet S. Wong

**Internet information**

### Instructional Strategies:

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

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

**Think-pair-share discussion**
- Turn and Talks
- Back to Back, Face to Face
- Reader’s theater acting
- Poetry reading with emotion vs. factual information

**Grammar exercises**
- Practice reading with fluency and using strategies to decode and/or decipher words
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Literacy.RL.5./RI.5**
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3. Describe how a narrator’s or speaker’s point of view influences how events are described.

4. 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.

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

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

**Focus Vocabulary**
- Word root and affix exercises
- Word analysis exercises

**Literacy:**
- Focus Vocabulary
- Grammar exercises
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**Literacy:**
- Focus Vocabulary
- Grammar exercises
- Practice reading with fluency
- Using strategies to decode and/or decipher words
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
| 1c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| 1d. | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| 2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 6. | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

(See grade 5 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.L.5

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1b. Form and use the perfect
   1c. Use verb tense to convey various times, sequences, states, and conditions.
   2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   2a. Use punctuation to separate items in a series.*
   2b. Use a comma to separate an introductory element from the rest of the sentence.
   2c. 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?).
   2d. Use underlining, quotation marks, or italics to indicate titles of works.
   2e. Spell grade-appropriate words correctly, consulting references as needed.

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**Academic Vocabulary:**
- Migrant, diplomat, representatives, refugees

**Content Vocabulary:**
- Holocaust, caterpillar, sketched, disrespect, cocoon, emerge, unscrewed, visa, issue, agreement, superiors, cable

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**Academic Vocabulary:**
- Migrant, diplomat, representatives, refugees

**Content Vocabulary:**
- Holocaust, caterpillar, sketched, disrespect, cocoon, emerge, unscrewed, visa, issue, agreement, superiors, cable
### Enduring Understandings:

We learn lessons about human rights from experiences and real and fictional characters. Characters change over time in response to challenges. People respond differently to similar events in their lives. Authors conduct research and use specific language in order to impart their readers.

### Standards-Based Essential Skills to Be Targeted Throughout the Unit

**CCSS.ELA-Literacy.RL.5**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.
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).
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator’s or speaker’s point of view influences how events are described.
7. 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.
8. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, and personal events, and situations

**CCSS.ELA-Literacy.RL.8**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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.
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.
5. 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 or speak about the subject knowledgeably.

**CCSS.ELA-Literacy.RI.8**

1. Read with sufficient accuracy and fluency to support comprehension.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Assessments

**Formative – During Unit:**
- Entrance/Exit Tickets
- Discussion based questions
- Text-Dependent Questions
- Writing Outcomes

**Summative – End of Unit:**
- Analysis of a human rights account
- Analytical Essay about how Enduring Understandings changes over time
- Two-voice poems

**Instructional Resources**

**Shift 3: Staircase of Text Complexity**
- Central Grade Appropriate Texts: Esperanza Rising
- "Universal Declaration of Human Rights"

### Strategies or Best Practices Used to Explicitly Teach Skills and Concepts

- quoting from the text, make an inference using quote
- determine theme based on text details, summarize a literary text
- compare/contrast literary elements using details from the text
- determine the meaning of literal and figurative language in text
- explain how chapters, scenes or stanzas fit together to create a larger literary text
- describe how narrator’s or speaker’s point of view influences the description of events
- make connections between two texts and ideas; comprehend what is read
- summarize an informational text
- explain important connections between people, events, or ideas in a historical, scientific, or technical text correctly
- support my explanation using text details
- determine the meaning of content words or phrases in an informational text
- read 5th grade texts accurately and fluently
- Practice reading with fluency and using strategies to decode and/or decipher words

### Writing Outcomes

5 to 7 traits of writing informative/explanatory texts

- write informative/explanatory text that has a clear topic
- group supporting facts together about a topic
- use text, formatting, illustrations, and multimedia
- develop the topic with facts, definitions, details, and quotations
- use linking words and phrases to connect ideas within categories of information
- use contextually specific language/vocabulary to inform or explain about a topic
- construct a concluding statement

### Literature Based Writing

5 to 7 traits to write narrative texts

- introduce the narrator/characters
- organize events in an order
- use dialogue and descriptions to show the actions, thoughts, and feelings of characters
- use transitional words, phrases, and clauses to show passage of time in a narrative text
- use sensory details to describe experiences and events
- write a conclusion
- produce clear and coherent writing that is appropriate to task, purpose, and audience

Choose evidence from 5th grade literary or informational texts to support analysis, reflection, and research

Write for a variety of reasons

### Informational

5+1 traits of writing informative/explanatory texts

- write informative/explanatory text that has a clear topic
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- group supporting facts together about a topic
- use text, formatting, illustrations, and multimedia
- develop the topic with facts, definitions, details, and quotations
- use linking words and phrases to connect ideas within categories of information
- use contextually specific language/vocabulary to inform or explain about a topic
- construct a concluding statement

### Instructional Resources

**Shift 1: Balance of Informational and Literacy Text**

Literature

- Esperanza Rising
- "Universal Declaration of Human Rights"
CCSS.ELA-Literacy.L.5
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
1a. 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 and advance the discussion.
1b. Follow agreed-upon rules for discussions and carry out assigned roles.
1c. Pose and respond to specific questions by making contributions that help to build on someone else’s ideas and respond to others’ comments.
1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text accurately and provide a clear synthesis of main concepts, information, and ideas.
3. Provide precise, specific ideas, reasons, and details to support conclusions drawn from the text.
4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5. Interpret figurative language, including similes and metaphors, in context.
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, similarly, moreover, in addition).
Inspiration comes from the unlikeliest of places. What the world doesn’t already have, we can invent on the subject. Many authors write on common subjects. They aren’t always the same opinion or perspective on the subject. What the world doesn’t already have, we can create. Inspiration comes from the unlikeliest of places. What the world doesn’t already have, we can invent on the subject. Many authors write on common subjects. They aren’t always the same opinion or perspective on the subject. What the world doesn’t already have, we can create. Enduring Understandings:

- Informational pieces
- Connecting ideas found in literature and informational pieces

Theme/Unit:

Connecting ideas found in literature and informational pieces

Standards-Based Essential Skills to be Targeted Throughout the Unit

4a. Read grade-level text with purpose and understanding.
4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Assessments:

- Comprehension multiple choice
- Comprehension short answer
- Connecting texts (essay with similarly structured and genre pairs)
- Original poem

Instructional Resources

- Close reading test
- Annotating test
- Making text to text connections
- Answering specific recall questions
- Answering short answer questions with evidence
- Practicing understanding and interpreting poems, informational texts, narratives, and stories
- Reading independently, with partners, in a small group, and during whole group silently and aloud
- BOCES developed test prep/practice
- Practice reading with fluency and using strategies to decode and/or decipher words

Central Grade Appropriate Tests:

- Pieces from Reading Street
- Poems from The Poetry Foundation
- Teacher Created Resources articles

"Wolfsland" by Paul Fleischman
"Jack on the Tracks" by Jack Gantos
"The Silly Ponds" by Anke Wahl
"Black Beauty" excerpt by Anna Sewell
"The Secret Garden" excerpt by Frances Hodgson Burnett
Dannielle Beckwith

5th Grade Reading

Unit 4

End of Feb- mid April

4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., contra- in contrast, extra- in extra).

5a. Interpret figurative language, including similes and metaphors, in context.

5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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).
There are multiple perspectives on any given historical event. We cannot fairly make judgments based on only one of those perspectives. In order to have a valid opinion that will be efficiently communicated, we will study a range of discipline-specific tasks, purposes, and audiences.

### Enduring Understandings:
- For every opinion, there is an opposing viewpoint.
- In order to have a valid opinion that will be efficiently communicated, we must support it with factual evidence.

### Standards-Based Essential Skills to be Targeted Throughout the Unit

<table>
<thead>
<tr>
<th>Standards</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy W.1</strong></td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 3. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 4. 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. 5. 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, or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy W.2</strong></td>
<td>1. Know and apply grade-level phonics and word analysis skills in decoding words. 2a. Use knowledge of letter-sound correspondences and syllabication patterns to decode and read unfamiliar multisyllabic words. 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. 4a. Read with sufficient accuracy and fluency to support comprehension. 4b. Read grade-level text with purpose and understanding. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy W.3</strong></td>
<td>1. Write opinion pieces on topics or texts, using a point of view and relevant reasoning and evidence. 2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts. 3. Choose appropriate features for informing about or determining the point of view and relevant reasoning and evidence. 4. Write accurately, clearly, and concisely about a topic or text.</td>
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</tbody>
</table>

### Assessments:

<table>
<thead>
<tr>
<th>Format</th>
<th>During Unit</th>
<th>Summative</th>
<th>End of Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative</strong></td>
<td>Debate paper</td>
<td>Debates</td>
<td>Debate the &quot;Flip Side&quot; presentation to small groups</td>
</tr>
<tr>
<td><strong>Summative</strong></td>
<td><strong>Informative/Explanatory</strong></td>
<td></td>
<td><strong>Informative/Explanatory</strong></td>
</tr>
</tbody>
</table>

### Weblinks:

- **http://school.eb.com/levels/middle**
- **http://www.worldbookonline.com/wb/Login?id=800**
- **http://school.eb.com/devs/middle**
- **http://infotec.gdgregory.com/web/csl66607/a=OVRC**

### Instructional Resources

**Strategies or Best Practices Used to Explicitly Teach Skills and Concepts**

- Cite evidence in writing and explaining
- Use strategies to decode word meanings
- Interpret factual information from multiple accounts with different perspectives
- Understand the speaker's influence on the subject matter
- Reading informational and literary pieces in a variety of contexts
- Practice reading with fluency and using strategies to decode and/or decipher words

**Instructional Resources**

- **Central Grade Appropriate Texts:** Articles from listed websites that will be decided on by students on an individual basis to be teacher approved and used in research
- **Shift 1: Balance of Informational and Literary Text:** None for this unit
- **Shift 2: Knowledge of Disciplines:**
  - Poetry
  - Reading informational and literature pieces in a variety of contexts
  - Shift 3:academic Knowledge of Disciplines
  - Shift 4: Shift 2 Knowledge of Disciplines
  - Shift 5: Writing from Sources
  - Shift 6: Academic

**Strategies or Best Practices Used to Explicitly Teach Skills and Concepts**

- Presenting research findings and debate
- Engaging with peers and adults in a variety of contexts
- Use correct grammar, speech, and language in all contexts proficiency in speaking and listening
- Classroom writing: demonstrate proficiency in language conventions
- Weekly grammar/convention fix-it minilessons
- Vocabulary word models and gallery walks
- Strategize and discuss how to strategically decipher word meaning

**Weblinks**

- **http://www.worldbookonline.com/wb/Login?id=800**
- **http://school.eb.com/devs/middle**
- **http://infotec.gdgregory.com/web/csl66607/a=OVRC**
- **http://www.worldbookonline.com/wb/Login?id=800**
- **http://school.eb.com/devs/middle**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   1c. Use verb tense to convey various times, sequences, states, and conditions.
   1d. Recognize and correct inappropriate shifts in verb tense.*
   1e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   2a. Use punctuation to separate items in a series.*
   2b. Use a comma to separate an introductory element from the rest of the sentence.
   2c. 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?).
   2d. Use underlining, quotation marks, or italics to indicate titles of works.
   2e. Spell grade-appropriate words correctly, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
   3c. Use a variety of sentence patterns (e.g., simple, compound, complex) to convey meaning, reader/listener interest, and style.

4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   4a. Interpret figurative language, including similes and metaphors, in context.
   4b. Recognize and explain the meaning of common idioms, adages, and proverbs.

5. 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).

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3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.L.5
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   1c. Use verb tense to convey various times, sequences, states, and conditions.
   1d. Recognize and correct inappropriate shifts in verb tense.*
   1e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   2a. Use punctuation to separate items in a series.*
   2b. Use a comma to separate an introductory element from the rest of the sentence.
   2c. 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?).
   2d. Use underlining, quotation marks, or italics to indicate titles of works.
   2e. Spell grade-appropriate words correctly, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases arising in grade-level reading and content, using context clues and a dictionary, as needed.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

   5a. Interpret figurative language, including similes and metaphors, in context.
   5b. Recognize and explain the meaning of common idioms, adages, and proverbs.

   5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

   5d. 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).

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Dannielle Beckwith

5th Grade Reading

Unit 5

mid-April-June