

# ELA 5th-Q1

Content Area: **5th Grade**  
Course(s): **Reading (5)**  
Time Period: **Marking Period 1**  
Length: **1 Marking Period**  
Status: **Not Published**

## Student Learning Standards

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LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.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).
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.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.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.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).
LA.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).
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write

or speak about the subject knowledgeably.

LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.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).
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.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 are defined in standards 1–3 above.)
LA.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.

LA.W.5.6	With some guidance and support from adults and peers, 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.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

## 21st Century Standards

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

## **Standards for Mathematical Practice (Math only)**

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### **Technology Standards**

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TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.

### **Companion Standards**

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*This is where you would include the standards for interdisciplinary connections (i.e. ELA, Science, Math, History).*

SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government
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	today.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SCI.5-6.5.4.6.C	Earth's composition is unique, is related to the origin of our solar system, and provides us with the raw resources needed to sustain life.
SCI.5-6.5.4.6.G	The biogeochemical cycles in the Earth systems include the flow of microscopic and macroscopic resources from one reservoir in the hydrosphere, geosphere, atmosphere, or biosphere to another, are driven by Earth's internal and external sources of energy, and are impacted by human activity.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

## **Unit Focus**

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Unit 1: Eureka! I've got it: Where can an idea begin?

Unit 2: Taking the next step: What does it take to put a plan into action?

## **Essential Questions**

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### **Unit 1: Where can an idea begin?**

Week 1: How do we get the things we need?

Week 2: What can lead us to rethink an idea?

Week 3: How can experiencing nature change the way you think about it?

Week 4: How does technology lead to creative ideas?

Week 5: What are the positive and negative effects of new technology?

Week 6: Review

## **Unit 2: What does it take to put a plan into action?**

Week 1: What do good problem solvers do?

Week 2: What can you do to get the information you need?

Week 3: How do we investigate questions about nature?

Week 4: When has a plan helped you accomplish a task?

Week 5: What motivates you to accomplish a goal?

Week 6: Review

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## **Critical Knowledge and Skills**

### **Unit 1:**

- 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.
- Formulate questions and use information from the text to answer them to increase understanding.
- Create inferences from the key details in light of information and knowledge gained from the discussions.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze and explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 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. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Evaluate context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use concrete words and phrases and sensory details to convey experiences and events precisely. □ Compose written pieces routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Develop the topic, with facts, definitions, concrete details, quotations, or other information and examples from the text.

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.

-Identify simple and compound sentences.

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

-Generate and use narrative techniques, such as dialogue, description, and pacing, to develop experiences or events or show the responses of characters to situations.

-Produce and 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.

## **Unit 2**

-Compare the major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

-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.

-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.

-Formulate questions and use information from the text to answer them to increase understanding.

-Create inferences from the key details in light of information and knowledge gained from the discussions.

-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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

-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. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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

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

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

-Compose written pieces routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

-Develop the topic, with facts, definitions, concrete details, quotations, or other information and examples from the text.

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.

-Identify simple and compound sentences.

-Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.

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

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

-Generate and use narrative techniques, such as dialogue, description, and pacing, to develop experiences or events or show the responses of characters to situations.

-Produce and 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.

## **Differentiated Instruction**

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### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### ***Possible Supports for Students with IEPs***

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated



- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Additional Resources:**

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled readers, magnetic letters, Wikki Stix, white boards, stamps, listening trade books, CDs , Writer’s Notebooks, response boards, vocabulary cards, big books, interactive read-aloud cards, teaching posters.

**District/School Formative Assessment**

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Class Discussion

Teacher Observations

Daily 5

Literature Discussions

Literature Responses

Questioning

Writer’s Notebook

Self-Assessments

Cooperative Learning Groups

Writer’s Workshop

Writing Assignments

Teacher Conferences

Portfolios

Running Records

Presentations

Individual Whiteboards

## **District/School Summative Assessment**

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District Reading Leveling

Anecdotal Records

Topic Assessments

Topic Quiz

## **Suggested Open Educational Resources**

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<http://readingandwritingproject.org>

[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

<http://www.wegivebooks.org/books>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

<http://www.sightwords.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

<http://readingandwritingproject.org>

<http://readingandwritingproject.org>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

<http://www.seymoursimon.com/index.php/blog>

## **Resources**

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Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet