ELA 5th-Q2

Content Area: **5th Grade**
Course(s): **Reading (5)**
Time Period: **Marking Period 2**
Length: **1 Marking Period**
Status: **Not Published**

Student Learning Standards

LA.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.
LA.W.5.9.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]").
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize 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.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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.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.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

21st Century Standards

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.CRP4	Communicate clearly and effectively and with reason.
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.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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.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)

Technology Standards

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.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.5.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.5.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.1.5.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
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

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 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.5-6.5.2.6	All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
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

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

Unit 3: Getting from here to there: What kinds of experiences can lead to new discoveries?

Essential Questions

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

Unit 3: What kind of experiences can lead to new discoveries?

Week 1: What can learning about different cultures teach us?

Week 2: How can learning about nature be useful?

Week 3: Where can you find patterns in nature?

Week 4: What benefits come from people working as a group?

Week 5: How do we explain what happened in the past?

Week 6: Review

Critical Knowledge and Skills

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.

Unit 3:
-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.-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. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

-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

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

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

District Reading Leveling

Anecdotal Records

Topic Assessments

Topic Quiz

Suggested Open Educational Resources

http://readingandwritingproject.org

www.jenniferserravallo.com/blog

http://www.wegivebooks.org/books

http://www.nwp.org/cs/public/print/res ource_topic/teaching_reading

http://www.sightwords.com

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.readwritethink.org

http://www.nwp.org/cs/public/print/ resource_topic/teaching_writing

http://readingandwritingproject.org

http://readingandwritingproj ect.org

www.lindahoyt.com/tips.ht ml

http://www.seymoursimon.c om/index.php/blog

Resources

Trade Books

Teachers Pay Teachers

Wonders Reading Series

Wonder Works

Internet