Subject: Language Arts Literacy

Grade Level: 5th

Duration: 36 weeks

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description: The Fifth Grade Language Arts curriculum is intended to help students gain knowledge and understanding in the areas of reading, writing, spelling, and grammatical skills. Students will be exposed to a variety of literary genres including fiction, nonfiction, and poetry within their reading text as well as through a variety of novels. Skills such as oral language, word identification, writing, vocabulary, and comprehension will be taught through these various types of literature. The Language Arts curriculum also focuses on applying writing, spelling, and grammatical skills within different genres of writing.

Author: Shannon Lekas

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Unit 1: Eureka! I’ve Got It!

Approximate # Of Weeks: 6

Essential Questions: Where can an idea begin?
How do we get the things we need?
What can lead us to rethink an idea
How does technology lead to creative ideas?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:

● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1
● Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
● RL.
● Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. RL.5.4
● Compare and contrast stories in the same genre on their approaches to similar themes and topics. RL.5.9
● Read and comprehend literature, including stories, dramas and poetry independently and proficiently. RL.5.10
● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1
● RI.5.3
● Determine the meaning of general academic and domain-specific words and phrases in a text. RI.5.4
● RI.5.5
● Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly. RI.5.7
● Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3
● Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.3a
● Read on level text with purpose and understanding. RF.5.4a
● Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4b
● Use context to confirm or self correct word recognition and understanding rereading as necessary. RF.5.4c
● Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal contrast, addition, and other logical relationships. L.5.6
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7

**In Speaking and Listening:**
- Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others' ideas and expressing their own clearly. SL.5.1
- Follow agreed upon rules for discussions and carry out assigned roles SL.5.1b
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion SL.5.1d
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4

**In Language:**
- Produce complete sentences recognizing and correcting inappropriate fragments and run-ons. L.4.1f
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.5.1
- Explain the functions of conjunctions, prepositions and interjections in general and their functions in particular sentences. L.5.1a
- Use verb tense to convey various times, sequences, states and conditions. L.5.1c
- REcognize and correct inappropriate shifts in verb tense. L.5.1d
- Use correlative conjunctions (either/or; neither/nor). L.5.1e
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L.5.2
- Use punctuation to separate commas in a series. L.5.2a
- Use a comma to separate an introductory element from the rest of the sentence. L.5.2a
- Use a comma to separate an introductory element from the test of the sentence. L.5.2b
- Use knowledge of language and its conventions when writing speaking reading or listening. Expand, combine and reduce sentence for meaning, reader/listener interest and style. L.5.3a
- Spell grade appropriate words correctly, consulting references as needed. L.5.2e

**In Writing:**
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
- Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1
- Write to introduce a topic or text clearly, state and opinion , and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. W.5.1a
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. W.5.3
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3a
- Use narrative techniques such as dialogue, description and pacing, to develop experiences and events to show the responses of characters to situations. W.5.3b
- Correctly use a variety of transitional words, phrases and clauses within writing. W.5.3c
- Use concrete words, phrases, and sensory details to convey experiences and events precisely. W.5.3d
- Provide a conclusion that follows from the narrated experiences or events. W.5.3e
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.5.6

Interdisciplinary Standards
- Standard 8.1 – Computer and information Literacy- Students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 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.

Activities may include:
● Read unit selections and self-selections and respond in a variety of ways.
● Participate in guided reading groups.
● Practice skills with Your Turn workbooks.
● Literature discussions and reflections.

Writing Assignments may include the following:

● Autobiographical sketch
● Personal narrative.
● Creation of Writer’s notebook to gather ideas and write reflections and responses
● Journal prompts.
● Respond to literature and essential questions in Writer’s Notebook
● Summarizing a story selection.

Enrichment Activities:
● Work in small groups to research an invention and create a television segment exploring the invention and how it has improved or changed over time.
● Work to create a pamphlet or slide show persuading people to visit a national park.
● Research three inventions and conduct a debate on how additional funding could lead to new ideas in that area.
● Research teams will make persuasive presentations about the possible effects of a new invention.

Methods of Assessments/Evaluation:
● Practice and assessments with www.studyisland.com
● Practice and assessments with www.spellingcity.com
● Exit slips
● Center activities and projects
● Journal reflection or response
● Writer’s notebook
● Weekly assessments, Unit tests
● DRA2/running records
● Anecdotal notes
● Classwork, independent work, and homework
● Observation, whiteboard

Resources:
Unit 2: Taking the Next Step

Approximate # Of Weeks: 6

Essential Questions: What does it take to put a plan into action? What do good problem solvers do? What can you do to get the information you need? How do we investigate questions about nature? When has a plan helped you accomplish a task?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:
• Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
• Read and comprehend literature, including stories, dramas and poetry independently and proficiently. RL.5.10
• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1
• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2
• 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. RI.5.3
• Determine the meaning of general academic and domain-specific words and phrases in a text. RI.5.4
• Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. RI.5.5
• Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3
• Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in and out of context. RF.5.3a
• Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. RF.5.4b
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c
• Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal contrast, addition, and other logical relationships. L.5.6

In Speaking and Listening:
• Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others’ ideas and expressing their own clearly. SL.5.1
• Follow agreed upon rules for discussions and carry out assigned roles SL.5.1b
• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
• Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion SL.5.1d
• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

In Language:
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.5.1
• Explain the functions of conjunctions, prepositions and interjections in general and their functions in particular sentences. L.5.1a
• Spell grade appropriate words correctly, consulting references as needed. L.5.2e
• 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. L.5.4
• Use context as a clue to the meaning of a word or phrase. L.5.4a
• Interpret figurative language including similes and metaphors in context L.5.5a

In Writing:
• Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
• Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
• Develop the topic with facts, definitions, concrete details, quotations, or other informations and examples related to the topic. W.5.2b
• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3a
• Use concrete words, phrases, and sensory details to convey experiences and events precisely. W.5.3d
• Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4

Interdisciplinary Standards
• Standard 8.1 – Computer and information Literacy- Students will use computer applications to gather and organize information and to solve problems.
• Standard 8.2 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.
● Standard 9.3 – Career Awareness, Exploration, and Preparation
   Students will engage in the process of career awareness through literature.

● Standard 6.1 – U.S. History: America in the World
   Students will acquire the knowledge to think about past inventions and how they shaped American heritage and life.

Activities may include:

● Read unit selections and self-selections and respond in a variety of ways.
● Participate in guided reading groups.
● Practice skills with Your Turn workbooks.
● Literature discussions and reflections.
● Reader’s Theater

Writing Assignments may include the following:

● Writing trait journal entries
● Fictional Narrative
● Writer’s notebook to continue to gather ideas and write reflections and responses
● Journal prompts.
● Respond to literature and essential questions using text evidence
● Summarizing a story selection.

Enrichment Activities:
● Research teams will write and perform a play in which the country’s founding fathers discuss a problem facing the new nation.
● Research teams will perform a mock interview with a natural scientist and record it for a broadcast such as a podcast.
● Research teams will use visuals and graphics to create a how-to video about a sport, craft, hobby or food the team enjoys.
● Research teams will present a dramatic performance of a poem or story from the text using favorite actors or authors as their models.

Methods of Assessments/Evaluation:
● Practice and assessments with www.studyisland.com
● Practice and assessments with www.spellingcity.com
● Exit slips
● Center activities and projects
● Journal reflection or response
● Writer’s notebook
● Weekly assessments, Unit tests
● DRA2/running records
● Anecdotal notes
● Classwork, independent work, and homework
● Observation, whiteboard

Resources:

● Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
● DRA2
● Units of Study for Teaching Writing Grades 3-5, Heinemann 2006
  o - Launching the Writing Workshop
  o - Raising the Quality of Narrative Writing
● Variety of picture books
● Novel: In the Year of the Boar and Jackie Robinson by Bette Beo Lord

Online Resources:

● Teacher webpage
● Google Apps for Education (GAFE)
● Wonders digital component
● Study Island
● Spelling City
● www.brainpop.com
● Time for Kids
● Newspaper in Education (NIE)
● Readworks.org

Unit 3: Getting From Here to There
Approximate # Of Weeks: 6

Essential Questions: What kind of experiences lead to new discoveries? What can learning about different cultures teach us? How can learning about nature be useful? What benefits come from people working as a group? How do we explain what happened in the past?

Upon completion of this unit students will be able to:

In Reading and Vocabulary:
- Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
- 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. RL.5.7
- Read and comprehend literature, including stories, dramas and poetry independently and proficiently. RL.5.10
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3
- Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in and out of context. RF.5.3a
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. RF.5.4b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal contrast, addition, and other logical relationships. L.5.6
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7

In Speaking and Listening:
- Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others’ ideas and expressing their own clearly. SL.5.1
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion SL.5.1d
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

In Language:
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.5.1
- Explain the functions of conjunctions, prepositions and interjections in general and their functions in particular sentences. L.5.1a
- Use verb tense to convey various times, sequences, states and conditions. L.5.1c
- Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d
- Spell grade appropriate words correctly, consulting references as needed. L.5.2e
- 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. L.5.4
- Use context as a clue to the meaning of a word or phrase. L.5.4a
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. L.5.4b
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5
- Interpret figurative language including similes and metaphors in context L.5.5a

In Writing:
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
- Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
- Link opinion and reasons using words, phrases and clauses. W.5.1c
- Develop the topic with facts, definitions, concrete details, quotations, or other informations and examples related to the topic. W.5.2b
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3a
- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. W.5.2b
- Provide a concluding statement or section related to the information or explanation presented. W.5.2e
- Use concrete words, phrases, and sensory details to convey experiences and events precisely. W.5.3d
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4

Interdisciplinary Standards
- Standard 8.1 – Computer and information Literacy- Students will use computer applications to gather and organize information and to solve problems.
● Standard 8.2 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.

● Standard 6.1 – U.S. History: America in the World Students will acquire the knowledge to think about past inventions and how they shaped American heritage and life.

Activities may include:

● Read unit selections and self-selections and respond in a variety of ways.
● Participate in guided reading groups.
● Practice skills with Your Turn workbooks.
● Literature discussions and reflections.
● Reader’s Theater
● Debate ideas from the text citing text evidence.
● Notetaking

Writing Assignments may include the following:

● Writing trait journal entries
● Opinion Writing (such as a book review).
● Writer’s notebook to continue to gather ideas and write reflections and responses
● Journal prompts.
● Respond to literature and essential questions using text evidence
● Cite evidence to support opinions in writing
● Character sketches

Enrichment Activities:
● Research teams will present a demonstration of how a cultural dance or traditional instrument has been used in the music of today.
● Research teams will create a life cycle diagram for a natural resource, using digital tools if possible.
● Research teams will research the members of a group such as an orchestra or sports team or dance troop and create a poster that shows the different roles and how they work together.
● Research teams will hold a debate about two of the possible uses for a mysterious object from the past.

Methods of Assessments/Evaluation:
● Practice and assessments with www.studyisland.com
● Practice and assessments with www.spellingcity.com
● Exit slips
● Center activities and projects
● Journal reflection or response
● Writer’s notebook
● Weekly assessments, Unit tests
● DRA2/running records
● Anecdotal notes
● Classwork, independent work, and homework
● Observation, whiteboard

Resources:
● Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
● DRA2
● Units of Study for Teaching Writing Grades 3-5, Heinemann 2006
  o - Breathing Life into Essays
● Variety of picture books
● Novel: Bud, Not Buddy by Christopher Paul Curtis
● Novel: My Side of the Mountain by Jean Craighead George

Online Resources:
● Teacher webpage
● Google Apps for Education (GAFE)
● Wonders digital component
● Study Island
● Spelling City
● www.brainpop.com
● Time for Kids
● Newspaper in Education (NIE)
● Readworks.org
Unit 4: It’s Up to You!
Approximate # Of Weeks: 6

Essential Questions: How do we decide what’s important?  
What kinds of stories do we tell and why do we tell them?  
What can you discover when you give things a second look?  
What can people do to bring about a positive change?  
How do you express that something is important to you?

Upon completion of this unit students will be able to:
In Reading and Vocabulary
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text. RL.5.1
- Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
- Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in and out of context. RF.5.3a
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. RF.5.4b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal contrast, addition, and other logical relationships. L.5.6
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7
- 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. W.5.8

In Speaking and Listening:
- Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others' ideas and expressing their own clearly. SL.5.1
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion SL.5.1d
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL.5.2
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

In Language:
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.5.1
- Explain the functions of conjunctions, prepositions and interjections in general and their functions in particular sentences. L.5.1a
- Use verb tense to convey various times, sequences, states and conditions. L.5.1c
- Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d
- Spell grade appropriate words correctly, consulting references as needed. L.5.2e
- L.3.1f
- 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. L.5.4
- Use context as a clue to the meaning of a word or phrase. L.5.4a
- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. L.5.4b
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5
- Interpret figurative language including similes and metaphors in context. L.5.5a
- Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5b
- Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words. L.5.5c

In Writing:
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
- Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
- Link ideas within and across categories of information using words, phrases, and clauses. W.5.2c
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3a
- Use concrete words, phrases, and sensory details to convey experiences and events precisely. W.5.3d
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4

Interdisciplinary Standards
- Standard 8.1 – Computer and information Literacy- Students will use computer applications to gather and organize information and to solve problems.
- Standard 9.1 21st Century Life and career skills. Students will demonstrate their creative skills in guided reading center projects,
think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.

Activities may include:

- Read unit selections and self-selections and respond in a variety of ways.
- Participate in guided reading groups.
- Practice skills with Your Turn workbooks.
- Literature discussions and reflections.
- Reader’s Theater
- Debate ideas from the text citing text evidence.
- Notetaking

Writing Assignments may include the following:

- Writing trait journal entries
- Poetry reflection and creation of original poetry.
- Writer’s notebook to continue to gather ideas and write reflections and responses
- Journal prompts.
- Respond to literature, poetry and/or speeches using text evidence
- Cite evidence to support opinion
- Test-Taking Writing

Enrichment Activities:

- Create and present a formal presentation about a person who has made a positive impact on the world in the last 100 years.
- Teams will create a water conservation plan for the class and post reminders about conserving water around the classroom.
- Teams will research the major themes or ideas of a famous orator and include them in a biographical presentation. The presentation should include the orator’s persuasive strategies.
- Teams will research a folktale or fable from two different cultures. They will create an outline which includes the story elements. Students will compare and contrast the fables and debate which better presents a lesson.

Methods of Assessments/Evaluation:

- Practice and assessments with www.studyisland.com
- Practice and assessments with www.spellingcity.com
- Exit slips
- Center activities and projects
- Journal reflection or response
- Writer’s notebook
- Weekly assessments, Unit tests
- DRA2/running records
- Anecdotal notes
- Classwork, independent work, and homework
- Observation, whiteboard

Resources:

- Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
- DRA2
- Units of Study for Teaching Writing Grades 3-5, Heinemann 2006
  - Literary Essays: Writing About Reading
- Variety of picture books
- Novel: The Mixed-Up Files of Mrs. Basil E Frankweiler by EL Konigsburg

Online Resources:

- Teacher webpage
- Google Apps for Education (GAFE)
- Wonders digital component
- Study Island
- Spelling City
- www.brainpop.com
- Time for Kids
- Newspaper in Education (NIE)
- Readworks.org

Unit 5: What’s Next?
Approximate # Of Weeks: 6

Essential Questions: In what ways can things change?
What experiences can change the way you see yourself and the world around you?
How do shared experiences help people adapt to change?
How can scientific knowledge change over time?
How do natural events and human activities affect the environment?

Upon completion of this unit students will be able to:

In Reading and Vocabulary
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text. RL.5.1
- Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
- 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. RI.5.3
- Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. RI.5.5
- 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
- Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in and out of context. RF.5.3a
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. RF.5.4b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases including those that signal contrast, addition, and other logical relationships. L.5.6
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7
- 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. W.5.8

In Speaking and Listening:
- Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others’ ideas and expressing their own clearly. SL.5.1
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
- Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion SL.5.1d
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3
• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4
• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

In Language:
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.5.1
• Explain the functions of conjunctions, prepositions and interjections in general and their functions in particular sentences. L.5.1a
• Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d
• Spell grade appropriate words correctly, consulting references as needed. L.5.2e
• Use knowledge of language and its conventions when writing, speaking, reading or listening. L.5.3
• Expand, combine and reduce sentences for meaning, reading/listener interest and style. L.5.3a
• Compare and contrast the varieties of English used in stories, dramas, or poems. L.5.3b
• 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. L.5.4
• Use context as a clue to the meaning of a word or phrase. L.5.4a
• Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. L.5.4b
• Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5b
• Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words. L.5.5c

In Writing:
• Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
• Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
• Link ideas within and across categories of information using words, phrases, and clauses. W.5.2c
• Provide a concluding statement or section related to the opinion presented. W.5.1d
• Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.5.7

Interdisciplinary Standards

- Standard 8.1 – Computer and information Literacy- Students will use computer applications to gather and organize information and to solve problems.
- Standard 9.1 21st Century Life and career skills. Students will demonstrate their creative skills in guided reading center projects, think critically when discussing literature in whole and small groups, and collaborate in mini center projects or literature circles.

Activities may include:

- Read unit selections and self-selections and respond in a variety of ways.
- Participate in guided reading groups.
- Practice skills with Your Turn workbooks.
- Literature discussions and reflections.
- Reader’s Theater
- Debate ideas from the text citing text evidence.
- Notetaking
- Interviewing
- Literature Circle activities.

Writing Assignments may include the following:

- Writing trait journal entries
- Expository- Informative writing
- Writer’s notebook to continue to gather ideas and write reflections and responses
- Journal prompts.
- Respond to literature, poetry and/or speeches using text evidence
- Cite and explain evidence to support an opinion

Enrichment Activities:
- Research teams will create a multimedia presentation about how changes in photography that helped people see the world in a different way.
- Teams will create an expanded formal presentation that describes how musicians and other entertainers helped lift people's spirits during the Great Depression.
- Create a slideshow using visuals that describes how a specific nature preserve or wildlife sanctuary protects wildlife.
- Gather information about a scientist or doctor associated with an important medical innovation and conduct a mock interview with that person.
- Teams will research an invasive species that has had a negative impact and present a persuasive speech arguing for or against on strategy of managing its spread.

Methods of Assessments/Evaluation:
- Practice and assessments with [www.studyisland.com](http://www.studyisland.com)
- Practice and assessments with [www.spellingcity.com](http://www.spellingcity.com)
- Exit slips
- Center activities and projects
- Journal reflection or response
- Writer’s notebook
- Weekly assessments, Unit tests
- DRA2/running records
- Anecdotal notes
- Classwork, independent work, and homework
- Observation, whiteboard

Resources:
- Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
- [DRA2](http://www.dra2.com)
- [Units of Study for Teaching Writing Grades 3-5, Heinemann 2006](http://www.heinemann.com)
  - Breathing Life into Essays
- Variety of picture books
- Novel: Island of the Blue Dolphins by Scott O'Dell and other Survival genre books.

Online Resources:
- Teacher webpage
- Google Apps for Education (GAFE)
- Wonders digital component
- Study Island
- Spelling City
- [www.brainpop.com](http://www.brainpop.com)
- Time for Kids
Unit 6: Linked In!
Approximate # Of Weeks: 6

Essential Questions: How are we all connected?
How do different groups contribute to a cause?
What actions can we take to get along with others?
How are living things adapted to their environment?
What impact do our actions have on the world?
What can our connections to the world teach us?

Upon completion of this unit students will be able to:

In Reading and Vocabulary
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text. RL.5.1
- Determine a theme of a story from the details in the text, including how characters in a story or drama respond to challenges. RL.5.2
- Describe how a narrator’s or speaker’s point of view influences how events are described. RL.5.6
- 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. RI.5.3
- Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. RI.5.5
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 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
- Use combined knowledge of all letter sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words in and out of context. RF.5.3a
- Read on-level text with purpose and understanding. RF.5.4a
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. RF.5.4b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7
• 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. W.5.8

**In Speaking and Listening:**
• Engage effectively in a range of collaborative discussions (one on one, teacher led with diverse partners with diverse topics and texts building on others' ideas and expressing their own clearly. SL.5.1
• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1c
• Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. SL.5.1d
• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4
• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5
• Adapt a speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. SL.5.6

**In Language:**
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• Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words. L.5.5c

**In Writing:**
• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1
• Use a variety of transition words, phrases, and clauses to manage the sequence of events. W.5.3c
- Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3d
- Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. W.5.4
- Write routinely over extended time frames and shorter frames for a range of discipline specific tasks, purposes and audiences. W.5.10
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5
- Link ideas within and across categories of information using words, phrases, and clauses. W.5.2c
- Provide a concluding statement or section related to the opinion presented. W.5.1d
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- Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.5.7

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- Opinion Letter
- Writer’s notebook to continue to gather ideas and write reflections and responses
- Journal prompts.
- Respond to literature, poetry and/or speeches using text evidence
- Cite and explain evidence to support an opinion

Enrichment Activities:
- Teams will research groups that specialize in emergency response or disaster relief, then summarize what they have learned in a formal presentation.
- Research teams will create a list of guidelines for using social media in a safe, respectful way and present them to the class in the form of a dramatic play.
- Research teams will create a slideshow about an animal found on the island of Madagascar and its adaptations to its environment.
- Teams will research and write a rap or jingle that explains how a disposable item can be reused in a creative way- teams will have a tangible example.
- Research a foreign person who is admired by the group and dramatize a mock interview with that person.

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- Anecdotal notes
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Resources:
- Wonders, a Reading/Language Arts Program, Macmillan/McGraw-Hill.
- **DRA2**
- **Units of Study for Teaching Writing Grades 3-5**, Heinemann 2006
  - Breathing Life into Essays
  - Literary Essays: Writing About Reading
- Variety of picture books
- Various newspaper articles and nonfiction text

**Online Resources:**
- Teacher webpage
- Google Apps for Education (GAFE)
- Wonders digital component
- Study Island
- Spelling City
- www.brainpop.com
- Time for Kids
- Newspaper in Education (NIE)
- Readworks.org