

Select a Course:	Language Arts Grade 5
Teacher:	CORE Language Arts Grade 5
Course:	Language Arts Grade 5
Year:	2016-17
Months:	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

September

Grade 5 ELA Values Trimester 1

Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
<ul style="list-style-type: none"> Values help us determine right and wrong. Values can change. Values are shaped by many factors. 	<ul style="list-style-type: none"> In what ways do values and beliefs change over time? Why do we need beliefs and values? What factors shape our values and beliefs? How do values help us make decisions? What do I value? 	<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity</p>	<ul style="list-style-type: none"> 1) Determine the theme of various types of texts, including how characters respond to challenges. 2) Draw inferences from a text. 3) Summarize a text. 4) Compare and contrast two or more story elements in a story or drama (characters, settings, events, or specific details). 5) Describe how a narrator's or speakers' point of view influences how events are described. 6) Write an opinion piece on a topic supporting a specific point of view. By the end of 5th grade, students will be able to translate and understand historical 	<ul style="list-style-type: none"> morals ethics beliefs values society opposition

		<p>band independently and proficiently.</p> <p>RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.)</p> <p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>IL.SEL.3-5.1.C.2b - Demonstrate skills related to achieving personal and academic goals. ~ Monitor progress on achieving a short-term personal goal.</p> <p>G3-5:1.7 - Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).</p>	<p>documents written in cursive in various fonts.</p>	
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October

 **Grade 5 - ELA Values** Trimester 1

- Enduring Understandings** ✕
- Essential Questions** ✕
- Standards** ✕
- Knowledge & Skills** ✕
- Academic Language** ✕

<p> Societal values are shaped by culture, historic events, families, political influence, class, gender, and personal experiences</p> <p> Societal values can change.</p>	<p> How are societal values formed?</p> <p> When is it appropriate to challenge the beliefs and values of society?</p> <p> When should an individual take a stand in opposition to an individual or a group?</p>	<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others.</p> <p>IL.SEL.3-5.1.A.2b - Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>IL.SEL.3-5.3.A.2b - Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>G3-5:3.6 - With teacher direction, use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.</p>	<p> 1). Quote accurately from a text.</p> <p>2). Determine the meaning of words and phrases, including figurative language.</p> <p>3). Determine/describe the plot structure of a text.</p> <p>4). Compare and contrast stories in the same genre on their approaches to themes or topics.</p> <p>5). Determine 2 or more main ideas of a text and explain how they are supported by key details.</p> <p>6). Use the steps of the writing process to refine and develop written work.</p> <p>7). Use technology to produce and publish writing, as well as collaborate.</p> <p>8). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p> By the end of 5th grade, students will be able to translate and understand historical documents written in cursive in various fonts.</p>	<p> morals</p> <p> ethics</p> <p> beliefs</p> <p> values</p> <p> society</p> <p> opposition</p>
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November	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>
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December	<p> Grade 5 ELA Famous Heroes Trimester 2 First 6 weeks- Famous Heroes</p> <p>In this unit, students will examine both traditional and nontraditional hero figures. Students will be asked to compare and contrast these figures in order to look for similarities and differences in these individuals. Additionally, students will analyze a variety of texts to determine situations, cultures, perspectives, and challenges that are unique or similar amongst those considered heroes. Ultimately, students</p>
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will identify someone they consider a hero and explain how that person has gained the status of hero in their mind.

Enduring Understandings

-  Both famous and everyday people can be considered heroes.
-  What one person might consider a hero, another might consider a villain or just an ordinary person.
-  Some people are viewed as heroes during their own lifetime while others are admired after their death.
-  There is no one set of characteristics that define a hero.

Essential Questions

-  Do circumstances make the hero or are heroes born?
-  What happens if a hero goes against expectations society sets for them?
-  How does the concept of heroism vs. villain shape our world?

Standards

- RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.)
- W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7 - Conduct short research projects that use several sources to

Knowledge & Skills

-  1). Quote accurately from a text
-  2). Draw inferences from a text
-  3). Determine two or more main ideas of a text and explain how they are supported by key details
-  4). Summarize a text.
-  5) Explain the relationships or interactions between two or more individuals, events, or concepts based on information in the text.
-  6). Analyze how point of view affects accounts of the same events.
-  7). Compare and contrast two or more story elements (characters, settings, events, or specific details)
-  8). Write informative/explanatory texts to examine a topic.
-  9). Produce clear and coherent writing appropriate to the task, purpose, and audience.
-  By the end of 5th grade, students will be able to translate and understand historical documents written in cursive in various fonts.

Academic Language

-  Procedural/Interdisciplinary
-  Content Specific
-  Sacrifice
-  Quote
-  Inference
-  Point of View
-  Metaphor
-  Simile
-  Analyze
-  Integrate
-  Compare
-  Contrast
-  Theme
-  Polio
-  Iron Lung
-  Protagonist
-  Antagonist
-  Bravery
-  Determination
-  Fortitude

build knowledge through investigation of different aspects of a topic.

W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2a - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.1c - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d - Provide a concluding statement or section related to the opinion presented.

G3-5:1.1 - Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals).

G3-5:1.2 - Select a printer, use print preview, and print a document with the appropriate page setup and orientation.

G3-5:1.3 - Use various operating system features (e.g., open more than one application/program, work with menus, use the taskbar/dock).

G3-5:1.4 - Demonstrate intermediate keyboarding skills and proper keyboarding techniques.

G3-5:1.5 - Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document.

G3-5:1.6 - Copy and paste text and images within a document, as well as from one document to another.

G3-5:1.7 - Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).

-  Loyalty
-  Courage
-  Perseverance
-  Dedication
-  Gallantry
-  Intrepidity
-  Focused
-  Valor
-  Conviction
-  Selfless
-  Villain
-  Hero
-  Noble
-  Epic
-  Fearless
-  Dauntless

		<p>IL.SEL.3-5.2.A.2b - Describe the expressed feelings and perspectives of others.</p> <p>G3-5:1.10 - Do simple searches of existing databases (e.g., online library catalog, electronic encyclopedia).</p>		
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January	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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February	<p>🏠 ELA Everyday Heroes Trimester 2:</p> <p>6 week unit that continues with the concept of famous heroes now building off of that and focusing on a more community level or everyday heroes.</p>				
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	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
<p>🏠 Both famous and everyday people can be considered heroes.</p> <p>🏠 What one person might consider a hero, another might consider a villain or just an ordinary person.</p> <p>🏠 There is no one set of characteristics that define a hero.</p>	<p>🏠 What differences exist among cultures with regard to their concept of heroes?</p> <p>🏠 How do individuals transition from ordinary to extraordinary to become a hero?</p> <p>🏠 How does an individual's perspective of a hero reflect their own personal values?</p>	<p>RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e - Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.1d - Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.3c - Use a variety of</p>	<p>🏠 1). Quote accurately from a text</p> <p>🏠 2). Draw inferences from a text</p> <p>🏠 3). Determine two or more main ideas of a text and explain how they are supported by key details</p> <p>🏠 4). Summarize a text.</p> <p>🏠 5) Explain the relationships or interactions between two or more individuals, events, or concepts based on information in the text.</p> <p>🏠 6). Analyze how point of view affects accounts of the same events.</p> <p>🏠 7). Compare and contrast two or more story elements (characters, settings, events, or specific details)</p> <p>🏠 8). Write informative/explanatory texts to examine a topic.</p> <p>🏠 9). Produce clear</p>	<p>🏠 Procedural/Interdisciplinary</p> <p>🏠 Sacrifice</p>	

transitional words, phrases, and clauses to manage the sequence of events.

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.1a - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

G3-5:1.17 - Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).

G3-5:1.18 - Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.

IL.SEL.3-5.3.C.2a - Identify and perform roles that contribute to the school community.

IL.SEL.3-5.3.C.2b - Identify and perform roles that contribute to one's local community.

G3-5:2.2 - Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.

G3-5:2.3 - Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video) in student projects.

G3-5:2.9 - Recognize and describe the potential risks and dangers associated with various forms of online communications.

G3-5:3.1 - Locate, download, and organize content from digital media collections for specific purposes, citing sources.

G3-5:3.3 - Evaluate Internet

and coherent writing appropriate to the task, purpose, and audience.

 By the end of 5th grade, students will be able to translate and understand historical documents written in cursive in various fonts.

		resources in terms of their usefulness for research.			
		G3-5:3.8 - Create projects that use text and various forms of graphics, audio, and video (with proper citations) to communicate ideas.			
March	<p>🏠 ELA 5th - Types Of Journeys Trimester 3 6 weeks: Types of Journeys</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>🏠 Journeys are affected by internal and external forces.</p>	<p>🏠 How do you find your place in the world?</p> <p>🏠 How do our strengths and weaknesses determine our journey?</p> <p>🏠 How do personal journeys allow individuals to develop their character?</p> <p>🏠 What role do obstacles play in taking a journey?</p>	<p>RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>IL.SEL.3-5.1.B.2a - Describe personal skills and interests that one wants to develop.</p>	<p>🏠 Students will compare events in historical fiction to similar real world events.</p> <p>🏠 Identify when literary works are being told from 1st person, 2nd person, or 3rd person point of view.</p> <p>🏠 Read and comprehend literature written in different time periods and understand how the time period effects the plot.</p> <p>🏠 Find evidence from a text and draw inferences.</p> <p>🏠 Identify theme</p> <p>🏠 Create narratives with clear event sequence and descriptive details.</p> <p>🏠 Students will integrate information from several texts as it applies to types journeys.</p> <p>🏠 By the end of 5th grade, students will be able to translate and understand historical documents written in cursive in various fonts.</p>	<p>🏠 journey</p> <p>🏠 personal</p> <p>🏠 internal</p> <p>🏠 external</p> <p>🏠 Analyze</p> <p>🏠 forces</p> <p>🏠 Inference</p> <p>🏠 Integrate</p> <p>🏠 point of view</p>

			<p>G3-5:1.20 - Create a series of slides and organize them to present research or convey an idea.</p> <p>G3-5:1.21 - Copy and paste or import graphics; change their size and position on a slide.</p>		
April	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
May	<p>🏠 ELA 5th - Causes of Journeys Trimester 3</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>🏠 Journeys are not always planned.</p>	<p>🏠 What is the importance of exploring undiscovered places and ideas?</p> <p>🏠 What inspires individuals to embark on a journey?</p> <p>🏠 Are you and/or your character always prepared for a journey?</p>	<p>W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>IL.SEL.3-5.1.A.2a - Describe a range of emotions and the situations that cause them.</p> <p>G3-5:1.7 - Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).</p> <p>L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>🏠 Identify when literary works are being told from first person, second person, or third person point of view.</p> <p>🏠 Find evidence from the text and draw inferences.</p> <p>🏠 Incorporate knowledge and information from multiple texts to explain causes of journeys.</p> <p>🏠 Compare and contrast how a sequence of events impacts a characters journey.</p> <p>🏠 By the end of 5th grade, students will be able to translate and understand historical documents written in cursive in various fonts.</p>	<p>🏠 journey</p> <p>🏠 analyze</p> <p>🏠 obstacles</p> <p>🏠 inference</p> <p>🏠 integrate</p> <p>🏠 point of view</p> <p>🏠 perseverance</p> <p>🏠 Reflection</p> <p>🏠 Forward-thinking</p>
June	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
July	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>