



## **Grade 5 English Language Arts**

**Course Information**

<b>Grade(s):</b>	5
<b>Discipline/Course:</b>	English Language Arts (ELA)
<b>Course Title:</b>	Grade 5 ELA
<b>Prerequisite(s):</b>	Grade 4
<b>Course Description:</b>	<p>In grade 5 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about innovation, story elements, conservation, natural disasters, art forms, land, sea, and space discoveries, cultures, unsolved mysteries, and animal behaviors. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, biography, and drama, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of expository essays, letters, editorials, persuasive essays, personal and fictional narratives, research reports and poetry. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and practice the behaviors of skilled readers. The goal of Grade 5 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate.</p>
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I define who I am?</li> <li>● Why change?</li> <li>● How does our environment impact our lives?</li> <li>● How do I know what to believe in what I read, hear, and view?</li> <li>● Why are human relationships important?</li> <li>● Why do we seek and build community?</li> <li>● How is conflict essential to our growth?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do stories tell us about what a culture values?</li> <li>● Why do we have/need rules of language?</li> <li>● How do I develop my writer’s voice?</li> <li>● What do skilled readers do?</li> <li>● How do I participate in collaborative conversations to deepen my understanding?</li> <li>● How do I best support and present my findings and conclusions?</li> </ul>
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> <li>● Change allows us to move forward in life and experience different things.</li> <li>● There are responsibilities of the individual and of society in regard to the health of the environment.</li> <li>● Critical readers question the text, consider different perspectives, and look for author bias.</li> <li>● Relationships provide support to get you through rough times. In literature, the relationships between the characters contribute to the plot, the resolution, and the lesson/theme of the text.</li> <li>● Building a community helps create a sense of belonging and connection among members. This can lead to increased social interaction and engagement, as well as making members feel welcome.</li> <li>● Conflict provides people with opportunities to feel competent, to handle and learn in new situations and relationships, and to foster feelings of respect for other people and new ideas.</li> <li>● Stories convey what a culture values when presenting a picture of what people think, say, and do.</li> <li>● Grammar, rules of language, is the set of rules we follow in order to communicate meaning and understand context.</li> <li>● Students can develop their own voice in writing by focusing on details, word choice, and sentence fluency and writing daily to build stamina.</li> <li>● “Skilled” readers are able to negotiate the grade-level texts in a way that they can use their thinking flexibly, use various strategies to decode and define unfamiliar words, make inferences that go beyond the text, and summarize and synthesize their learning.</li> <li>● Collaborative conversations require that students come to discussions having read the text, follow agreed upon rules, pose and respond to questions citing evidence from text when appropriate, and draw conclusions and deepen comprehension.</li> </ul>

<b>Duration:</b>	One year
<b>Course Materials/ Resources:</b>	<ul style="list-style-type: none"> <li>● Houghton Mifflin Harcourt’s Into Reading</li> <li>● Houghton Mifflin Harcourt’s Writing Workshop Manual</li> <li>● <u>Rigby Leveled Library</u></li> <li>● Readworks.org</li> <li>● History.state.gov</li> <li>● History.com</li> <li>● Math/Science collection texts</li> <li>● Nps.gov</li> <li>● Wonderopolis.org</li> </ul> <p>Core texts/videos may be replaced by the publisher when titles are out of print.</p>
<b>FPS Course Academic Expectation(s):</b>	<ul style="list-style-type: none"> <li>● Exploring and Understanding</li> <li>● Synthesizing and Evaluating</li> </ul>
<b>Year at a Glance (Units):</b>	<ul style="list-style-type: none"> <li>● Module 1: Inventors at Work (15-20 days)</li> <li>● Module 2: What a Story (15-20 days)</li> <li>● Module 3: Natural Disasters (15-20 days)</li> <li>● Module 4: Project Earth (15-20 days)</li> <li>● Module 5: Art for Everyone (15-20 days)</li> <li>● Module 6: Above, Below, and Beyond (15-20 days)</li> <li>● Module 7: A New Home (15-20 days)</li> <li>● Module 8: Unexpected, Unexplained (15-20 days)</li> <li>● Module 9: The Lives of Animals (15-20 days)</li> </ul>

<b>Unit Number and Title:</b>	Module 1 - Inventors at Work
<b>Duration:</b>	15-20 days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 1</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> </ul> <p>Core texts/videos:</p> <ul style="list-style-type: none"> <li>○ Get Curious Video: <i>Morning Miracles</i></li> <li>○ <i>A High Quality Inventor Train Talk</i>, informational, biography of Elijah McCoy</li> <li>○ <i>Government Must Fund Inventors</i>, persuasive essay</li> <li>○ <i>Inventor’s Secret</i> by Suzanne Slad, narrative nonfiction</li> <li>○ <i>Winds of Hope</i> by Katy Duffield, narrative nonfiction magazine article</li> <li>○ <i>Twenty-two Cents: Muhammad Unus and the Village Bank</i>, by Paula Yoo, biography</li> <li>○ <i>Wheelchair Sports: Hang Glider Two Wheeler-Dealer</i> by Simon Shapiro, informational</li> <li>○ <i>Captain Arsenio: Inventions and (Mis)Adventures in Flight</i> by Pablo Bernasoni, science fiction/fantasy</li> <li>○ <u><i>8 Black Inventors Who Made Daily Life Easier</i></u>, informational, by Thaddeus Morgan (<i>text is linked</i>)</li> <li>○ <i>Girls Think of Everything, Stories of Ingenious Inventions by Women</i> by Catherine Thimmeah, expository (writing focal text)</li> <li>○ <i>Black Inventors: 15 Inventions that Changed the World</i> by Kathy Trusty (Math Science Collection)</li> <li>○ <i>Whoosh! Lonnie Johnson Super-Soaker Stream of Inventions</i> by Chris Barton (Math Science Collection)</li> <li>○ <i>Marie Curie and the Power of Persistence: A (Mostly) True Story of Resilience and Overcoming Challenges</i> by Karla Valenti (Math Science Collection)</li> </ul> <p>Cross-curricular connections:</p>

	<ul style="list-style-type: none"> <li>● STEAM - Inventions, Inventors, and Innovation grade 5 unit</li> </ul>
<b>Unit Overview:</b>	<p>In this informational text-focused module, students will listen to, read, and view a variety of texts and media (video) that present them with information about inventors. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>This genre focus on informational text will provide students with opportunities to identify an author's purpose, central ideas, and text structures in order to better understand unfamiliar texts. Students will encounter narrative nonfiction, a persuasive essay, realistic fiction, and science fiction/fantasy to build knowledge across genres and synthesize topic knowledge through the science-content connection on innovation. Students will write an expository essay while engaging in the writing process.</p> <p>Students will read about how tax dollars are used to fund innovation and inventions such as the Apollo space program and how government funded innovation creates jobs in addition to useful products. They will read about the inventions of Henry Ford and Thomas Edison, as well as how a young African boy created a way to bring electricity to his village, and how a hang-glider injured in an accident created a lightweight wheelchair hang-glider to accommodate disabled athletes.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of change as they explore how changes in innovation affect people and the societies in which they live.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<b>Connecticut Core Standards</b> <b>Reading</b> <b>RL.5.1/RI.5.1</b> 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.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**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.

**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.

#### **Foundational Skills**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- b. text and out of context.

**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- a. 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 aid comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation  
**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.

**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.

### **Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### **Language**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.4** 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

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



	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.6</b> 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).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What kinds of circumstances push people to create new inventions?</li> <li>● What effect do innovative changes have on people and on society?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● People can create amazing things through innovation, perseverance, and the desire to solve problems.</li> <li>● When people create new inventions, they can solve problems, make life easier, achieve fame and fortune, and entertain people.</li> <li>● Even great ideas for inventions require a lot of hard work.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>).</li> <li>● Central Ideas/main ideas</li> <li>● Relevant details</li> <li>● Supporting evidence</li> <li>● Author’s purpose and message</li> <li>● Author’s point of view</li> <li>● Text structures or organizational patterns (e.g., chronological order/sequence, cause/effect)</li> <li>● Features/literary elements of science fiction/fantasy</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain an author’s use of repetition in fiction texts -the <i>Again and Again</i> signpost.</li> <li>● Identify and explain an author’s use of opposing ideas in nonfiction texts - <i>Contrasts and Contradictions</i> signpost.</li> <li>● Identify central ideas and supporting evidence, inferring when not explicitly stated.</li> <li>● Retell, paraphrase and/or summarize text.</li> <li>● Identify the author's craft in science fiction/fantasy.</li> <li>● Explain the author’s purpose and message.</li> <li>● Analyze the structure of a text and how the use of text structures, text features and genre contributes to an author’s purpose.</li> </ul>

		<ul style="list-style-type: none"> <li>● Identify and analyze first and third person point of view.</li> <li>● Use reading strategies to monitor comprehension and clarify understanding.</li> <li>● Make an inference, or logical conclusion, based on a reader’s prior knowledge and experience using evidence from the text.</li> <li>● Analyze plot elements, including conflict, events, and resolution.</li> <li>● Examine how language develops an author’s voice or tone to help the reader understand the character’s perspective.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Single and multisyllabic short vowel spelling patterns; closed syllables</li> <li>● Long a and e spelling patterns in single and multisyllabic words: a, a_e, ai, ay, e, e_e, ee, ea, y, ie, ey, (c) ei</li> <li>● Long i and o spelling patterns in single and multisyllabic words: i, i_e, ie, ei, igh, y, o, o_e, oa, oe, ow, ough</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and spell words with short vowel sounds.</li> <li>● Recognize that closed syllables include a short vowel sound.</li> <li>● Use morphemic analysis to decode multisyllabic words (e.g., prefix, suffix, base word).</li> <li>● Read/spell different sound-spelling patterns for long a and e, i and o.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing).</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>● Features/elements/craft of expository</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of an</li> </ul>

	<p>writing</p> <ul style="list-style-type: none"> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<p>expository piece/essay.</p> <ul style="list-style-type: none"> <li>• Research/brainstorm ideas to draft an expository essay.</li> <li>• Write an expository essay by engaging in the steps of the writing process.</li> <li>• Develop a thesis statement.</li> <li>• Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>• Write a conclusion that is clear and related to the thesis.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Use feedback from teachers and peers to revise expository essays.</li> <li>• Edit drafts for proper grammar.</li> </ul>
<p><b>Speaking and Listening:</b></p>	<ul style="list-style-type: none"> <li>• Conversation rules</li> <li>• Topic knowledge synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Synthesize and discuss knowledge gained from the week’s texts.</li> </ul>
<p><b>Language:</b></p>	<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: Locomotives, chugged, gadgets, phonograph, sputtered, flop, incandescent, cylinder, patents, irrigate, inspector, photographed, prestigious, auditorium,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use.</li> <li>• Use newly acquired vocabulary expressively.</li> <li>• Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>• Edit writing for proper capitalization, correct</li> </ul>

	<p>impoverished, maneuver, specialized, elite, objective, traditional, passionate, impulse, contribution, distinguished, eccentric, circumstances, evidently, acceleration, prototype, conceived</p> <ul style="list-style-type: none"> <li>● <b>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> Examples: *central idea, *detail, *evidence, *summarize, *author’s purpose, persuade, *inform, entertain, *point of view, conversation, *root, prefix, collaborative discussion, monitor, clarify, context clues, *cause, *effect, text structure, *central idea, *main idea, *inference, sequence, *root, (brainstorm, *research, research plan, *source -optional), *Inference, *evidence, reference materials, dictionary, digital resource, glossary, thesaurus, literary elements, *character, *plot, *event, *conflict, resolution, author’s craft, voice, prefix, *root, (*topic, *opinion, *presentation, enunciate-optional), *elaboration, *transition word</li> </ul>	<p>spelling, and grammar (e.g., subject/verb agreement, past tense of irregular verbs, collective nouns, adjectives, pronouns + additional grammar instruction, as needed based on student writing).</p> <ul style="list-style-type: none"> <li>● Discuss publishing options/preferences.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
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	<ul style="list-style-type: none"><li>• <b>Generative vocabulary:</b> prefixes: ex/e, ir, il, Greek Root: phon, auto, bio</li><li>• <b>Conventions of Standard English, Grammar and Usage:</b> complex and compound sentences; capitalization (first word of sentence, proper nouns, pronoun I, titles, languages), subject/verb agreement; proper nouns</li></ul>	
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<b>Unit Number and Title:</b>	Module 2 - What a Story!
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 2</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Lena and The Lonely Peony: A Story Told in Three Genres</i>, video</li> <li>○ <i>From Mouth to Page</i>, informational text, by Robert D. San Souci</li> <li>○ <i>Many Ways to Tell a Story</i>, informational text,</li> <li>○ <i>Airborn</i>, <i>fantasy/adventure</i>, by Kenneth Oppel</li> <li>○ <i>The Secret Garden</i>, realistic fiction, by Frances Hodgson Burnett</li> <li>○ <i>The Miracle of Spring</i>, play, by Helen Hanna</li> <li>○ <i>The Poem that Will Not End</i>, poetry, by Joan Bransfield Graham</li> <li>○ <i>The Mesmer Menace</i>, fiction, by Kersten Hamilton (writing focal text)</li> <li>○ <i>The Bracelet</i>, <i>fiction</i>, by Yoshiko Uchida</li> <li>○ <i>Eleven</i>, <i>short story</i>, by Sandra Cisneros</li> <li>○ <i>The Other Side</i>, <i>realistic fiction</i>, by Jacqueline Woodson</li> <li>○ <i>Loser</i>, <i>realistic fiction</i>, by Jerry Spinelli</li> <li>○ <i>Baseball Saved Us</i>, <i>realistic fiction</i>, by Ken Mochizuki</li> </ul> </li> </ul> <p>Cross-curricular connections:</p> <ul style="list-style-type: none"> <li>● Social Studies - Exploration and Early Settlements (Era 1) grade 5 unit</li> </ul>
<b>Unit Overview:</b>	In this module, students will listen to, read, and view a variety of texts and media that present them

	<p>with different ways to tell a story and will consider how genre affects how a story is told. Students will explore how stories tell us about what a culture values and the importance of human relationships. There will be numerous opportunities for students to learn how language works to communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write a narrative story while engaging in the writing process.</p> <p>A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Students will also encounter poetry, myth, and fantasy/adventure to build knowledge across genres. Students will use text features and graphic features to aid comprehension. Students will synthesize information to create new understanding, analyze relationships, plot elements, and symbolism, and describe how imagery and figurative language impacts readers. They will describe how the use of language conveys the author’s purpose and will infer multiple themes within a text using text evidence.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that the elements of a great story can be found in literature of all genres. Books are not the only source of stories: stories can also be found on computers, in music, in artwork, and on stage. Oral storytelling is one way to share a story, but the printed (or electronic) form of a story can reach a wider audience. In this module, students read a fantasy/adventure story about a cabin boy who journals his experiences traveling on an airship, a poem that examines rhyme and meter, as well as figurative language, and a play about a king who bans spring. In this play, students learn to recognize the elements of drama, identify figurative language, and recognize the central idea.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Connecticut Core Standards</b>  <b>Reading</b>  <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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.

**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.

**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.

**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

**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.

**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.

#### **Foundational Skills**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. 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.

**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- e. Provide a conclusion that follows from the narrated experiences or events.

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

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

- 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]”).

**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.

### **Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p><b>Language</b></p> <p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> <p><b>L.5.4</b> 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.</p> <ul style="list-style-type: none"> <li>● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</li> </ol> <p><b>L.5.6</b> 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).</p>
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● How does genre affect the way a story is told?</li> <li>● How do stories tell us about what a culture values?</li> <li>● Why are human relationships important?</li> </ul>
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Different genres tell a story in different ways depending on their unique characteristics. This affects both how individuals choose texts to read, and how those texts are understood.</li> </ul>

	<ul style="list-style-type: none"> <li>● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions become tied to a group. Shared culture is rooted in a shared tradition of communicating.</li> <li>● Stories convey what a culture values when presenting a picture of what people think, say, and do.</li> <li>● Relationships provide support to get you through rough times. In literature the relationships between the characters contribute to the plot, the resolution and the lesson/theme of the text.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content Students will know...</b>	<b>Skills Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i> and <i>Aha Moment</i>)</li> <li>● Text and Graphic Features</li> <li>● Synthesize</li> <li>● Literary Elements</li> <li>● Figurative Language</li> <li>● Characters</li> <li>● Visualizing</li> <li>● Elements of Drama</li> <li>● Elements of Poetry</li> <li>● Ask and Answer Questions</li> <li>● Author's Purpose</li> <li>● Theme</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and explain opposing ideas in fiction texts-the <i>Contrasts and Contradictions</i> signpost, using clue words such as but, yet, unlike, instead, and although.</li> <li>● Identify and explain when an author in a fiction text tells something new about a character or change of events in the story - the <i>Aha Moment</i> signpost.</li> <li>● Examine characteristics of fiction text.</li> <li>● Recognize characteristics and structures of informational text.</li> <li>● Recognize features such as bold text, glossaries, insets, timelines, and sidebars.</li> <li>● Synthesis information to create new understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze plot elements, including conflict and resolution.</li> <li>● Summarize the text to maintain meaning and</li> </ul>

		<p>logical order.</p> <ul style="list-style-type: none"> <li>● Explain how an author’s use of imagery and figurative language such as simile and metaphor impacts readers.</li> <li>● Explain how an author uses voice and dialogue to develop a character’s perspective in a literary text.</li> <li>● Compare and contrast two character’s perspectives of the same event.</li> <li>● Create mental images to deepen understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze plot elements, including rising action, climax, falling action, and resolution.</li> <li>● Understand conflict and what it contributes to a story.</li> <li>● Generate questions about a text before, during, and after reading to deepen understanding and gain information.</li> <li>● Explain the use of sound devices and figurative language in poems.</li> <li>● Explain the author’s purpose and message within a text.</li> <li>● Describe how the use of language conveys the author’s purpose.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Single and multisyllabic words with the oo, yoo, ou, short o, oi</li> <li>● Spelling pattern oo, yoo, oi, ou in single and multisyllabic words</li> <li>● Single and multisyllabic words with</li> </ul>	<ul style="list-style-type: none"> <li>● Decode and spell words that have the oo, yoo, ou, oi, sounds and r-controlled vowels containing or and ar.</li> <li>● Articulate short vowel sounds and read words containing those sounds.</li> </ul>

<b>Writing:</b>	<p>the r-controlled vowels or and ar</p> <ul style="list-style-type: none"> <li>● Spelling patterns with the r-controlled vowels or and ar</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the meanings of words that can be used as context clues.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
	<p>Narrative Story</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of narrative writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the Elements of Narrative Writing.</li> <li>● Use multiple pre-writing strategies to plan.</li> <li>● Draft a story with a clearly defined genre.</li> <li>● Use strategies to develop characters.</li> <li>● Revise: Organization, add needed information, reflect peer feedback.</li> <li>● Edit: Grammar, usage, mechanics</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Research and Media</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week’s texts.</li> <li>● Oral instructions.</li> <li>● Create multimedia presentations.</li> </ul>

<b>Language:</b>		<ul style="list-style-type: none"> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> <li>● Fluency/Expression.</li> </ul>
	<p><b>Academic Vocabulary/Critical Vocabulary:</b> Examples: *prose, *dialogue, climax, forewarned, mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt, seized, hesitate, watchful, scrawled, ditty, refrain, restless</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> *conflict, *event, *plot, *resolution, *root, *suffix, *prefix, figurative language, simile, metaphor, visualize, story structure, symbolism, reread, text feature, *stanza, *imagery, rhyme, rhythm, free verse, parts of speech, *author’s purpose, *inform, persuade, entertain, *theme, metaphor, hyperbole, *evidence, genre, tone</p> <p><b>Generative Vocabulary:</b> Prefixes un-, non-, dis-, re-, pre-, post-, fore- Suffixes -y, -ly/-ily, -ful, -less, -ment, -ness</p> <p><b>Conventions of Standard English,</b></p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Determine the meaning of multiple-meaning words and phrases.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Use dictionary or glossary skills to determine the meaning of unknown words.</li> <li>● Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>

	<p><b>Grammar and Usage:</b> complete sentences, capitalization (first word of sentence, proper nouns, pronoun I, titles, languages), punctuation (end, commas, quotation marks, underlining, italics)</p>	
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<b>Unit Number and Title:</b>	Module 3 - Natural Disasters
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 1, Module 3</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:             <ul style="list-style-type: none"> <li>○ <i>Nature’s Dark Side</i>, informational video</li> <li>○ <i>Help is on the Way</i>, informational, Marcia Amidon Lusted</li> <li>○ <i>Who Studies Natural Disasters?</i>, letter, by student</li> <li>○ <i>Eruption</i>, narrative nonfiction, by Elizabeth Rusch</li> <li>○ <i>The Alaska Earthquake</i>, informational video</li> <li>○ <i>Quaking Earth, Racing Waves</i>, informational, by Rachel Young</li> <li>○ <i>Hurricanes. The Science Behind Killer Storms</i>, informational text by Alvin and Virginia Silverstein and Laura Silverstein</li> <li>○ <i>Green City</i>, Persuasive text, by Allan Dummond (writing focal text)</li> <li>○ <i>Zane and the Hurricane</i>, fiction based on fact, by Rodman Philbrick</li> <li>○ <i>A Storm Called Katrina</i>, fiction, by Myron Uhlberg</li> <li>○ <i>I Survived Hurricane Katrina</i> by Lauren Tarshish</li> <li>○ <i>A Place Where Hurricanes Happen</i>, fiction, by Renee Watson</li> </ul> </li> </ul>
<b>Unit Overview:</b>	In this module, students will listen to, read, and view a variety of texts and media that present them with information about natural disasters. Students will consider how the environment impacts their lives, and in turn, how humans impact their environment. There will be numerous opportunities for students to learn how language works to communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings



	<p>and conclusions about what they read and discuss. Students will write a persuasive essay while engaging in the writing process.</p> <p>A genre focus on informational texts provides students with opportunities to identify central ideas, summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and persuasive text to build knowledge across genres. They will recognize the characteristics of narrative nonfiction and understand the effects of an author's word choice and sensory language. They will identify the purpose and audience of auditory, visual, and written media messages. Students will understand how a text's structure helps connect ideas.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about the causes of different types of natural disasters. Text and other media explore some kinds of natural disasters that can occur, including volcanoes, earthquakes, tsunamis, tornadoes, and hurricanes. Students will learn who gives assistance during natural disasters and what kinds of people that study them.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.5</b> 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><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> 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><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and</p>

morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.

**Writing**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.)

**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.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**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.

**Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.

**L.5.4** 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**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).

**Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly.

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How can learning about the natural environment make us safer?</li> <li>● How does our environment affect our lives?</li> <li>● How is conflict essential to our growth?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Science and technology can help us predict natural disasters, as well as reduce the damage they cause.</li> <li>● Natural disasters can affect humans both negatively and positively as people work together to support one another.</li> <li>● Conflict provides people with opportunities to feel competent, to handle and learn in new situations and relationships, and to foster feelings of respect for other people and new ideas.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment and Numbers and Stats</i>)</li> <li>● Author’s Craft</li> <li>● Make and Confirm Predictions</li> <li>● Text Structure</li> <li>● Figurative Language</li> <li>● Summarize</li> <li>● Author’s Craft</li> <li>● Central Idea</li> <li>● Text and Graphic Features</li> <li>● Content-Area Words</li> <li>● Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the “Aha Moment” in fiction texts, when the character suddenly understands something clearly. Identify a shift in the character’s actions or attitudes as a result.</li> <li>● Explain how an <i>Aha Moment Signpost</i> tells the reader to pause and think about what the character learned or how things might change.</li> <li>● Identify and explain the “Numbers and Stats” signpost in nonfiction texts to explain additional information about something important about the topic in the text.</li> <li>● Recognize the characteristics of narrative nonfiction.</li> <li>● Understand the effects of an author’s word choice on readers.</li> <li>● Make and confirm predictions using text features and structure.</li> <li>● Use reading strategies throughout the reading</li> </ul>

<b>Foundational Skills:</b>		<p>process to monitor comprehension.</p> <ul style="list-style-type: none"> <li>● Analyze use of text structure.</li> <li>● Describe the author’s use of imagery.</li> <li>● Understand how sensory words help readers visualize parts of a text.</li> <li>● Use context to determine the meaning of content-area words.</li> <li>● Retell, paraphrase, or summarize media content in ways that maintain meaning and logical order.</li> <li>● Use strategies throughout the viewing process to monitor comprehension.</li> <li>● Identify the purpose and audience of auditory, visual, and written media messages.</li> <li>● Summarize information presented in diverse media formats, including visually, quantitatively, and orally.</li> <li>● Summarize and respond using text evidence.</li> <li>● Utilize reading strategies throughout the reading process to monitor comprehension.</li> <li>● Examine how language contributes to an author’s voice.</li> <li>● Recognize the central idea with relevant supporting details.</li> <li>● Recognize more than one main idea.</li> </ul>
	<ul style="list-style-type: none"> <li>● Single and multisyllabic words with the ur, ir</li> <li>● Spelling patterns ur, ir in single and multisyllabic words</li> <li>● Compound words</li> <li>● Fluency: Accuracy, reading with</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with the r-controlled vowels ur and ir.</li> <li>● Spell compound words as a one word, a hyphenated word or separate words.</li> <li>● Recognize the two or more words in compound words.</li> </ul>

	<p>expression and ability to self-correct</p> <ul style="list-style-type: none"> <li>● Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words using knowledge of the VCCV syllable division pattern.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use expression and intonation to read fluently and support understanding</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Argument: Persuasive</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of persuasive writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Plan a persuasive essay by choosing a topic and a position.</li> <li>● Develop drafts by organizing with purposeful structure and a strong conclusion.</li> <li>● Use persuasive language and transitions in writing.</li> <li>● Revise to improve clarity.</li> <li>● Edit for: complete sentences, proper capitalization, punctuation and spelling.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Give a Presentation</li> <li>● Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words)</li> <li>● Engage in discussions using established conversation rules</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> </ul>

		<ul style="list-style-type: none"> <li>● Interpret/Analyze media.</li> <li>● Cite sources.</li> <li>● Follow oral instructions.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation</li> <li>● Fluency/Expression</li> </ul>
<b>Language:</b>	<p><b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: widespread, conferring, consequences, evacuation, alarming, victim, seismographs, reservoir, alarming, curfews, aerial, counseling, temporarily, prior, magnitude, literally, maintenance, destruction, triggered, thrust, radiate, parallel, lateral, modified, regions, category, mobile, anchored, foundations, surge</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>          *conflict, *event, *plot, resolution, *root, *suffix, prefix, figurative language, simile, metaphor, *visualize, story structure, symbolism, reread, text feature, *stanza, *imagery, parts of speech, *author’s purpose, *inform, persuade, *theme,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Use antonyms and synonyms to determine the meaning of unknown words.</li> <li>● Use a dictionary or glossary to determine the meaning of unknown words.</li> </ul>

	<p>*evidence, *genre, *tone, verb, sensory word, chronological order, text structure, context clue, dictionary, summarize, *key idea, voice, *central idea, stereotype, *clarify, diagram, *source</p> <p><b>Generative Vocabulary:</b>          Greek roots-graph, gram, geo          Latin roots-rupt, fer          Suffixes -olgy/-logist          Prefixes-inter-/com-/con-/cor-</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> complete sentences, punctuation (end, commas, quotation marks, underlining, italics), transition/linking words (e.g., on the contrary, more importantly, regardless), capitalization (first word of sentence, proper nouns, pronoun I, titles, languages)</p>	
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<b>Unit Number and Title:</b>	Module 4 - Project Earth (module 5 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH Into Reading Volume 2, Module 5</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core Texts: <ul style="list-style-type: none"> <li>○ <i>Planet Home</i> - informational video</li> <li>○ <i>Tech-Trash Tragedy</i> - informational text (read aloud)</li> <li>○ <i>The Protective Power of Nature Preserves</i> - informational text (short read)</li> <li>○ <i>Potatoes on Rooftops: Farming in the City</i>, Hadley Dyer (author) - persuasive text</li> <li>○ <i>Living Green</i> by Doreen Beauregard - play</li> <li>○ <i>Growing Peace: A Story of Farming, Music, and Religious Harmony</i> by Richard Sobol, nonfiction</li> <li>○ <i>The Good Garden: How One Family Went from Hunger to Having Enough</i> written by Katie Smith Milway and illustrated by Sylvie Daigneault - realistic fiction (based on a true story)</li> <li>○ <i>We</i> by Alice Schertle</li> <li>○ <i>Parrots Over Puerto Rico</i> by Susan L. Roth and Cindy Trumbore - informational text</li> <li>○ <i>The Elephant Keeper: Caring for Orphaned Elephants in Zambia</i> written by Margriet Ruurs and illustrated by Pedro Covo - persuasive text (writing focal text)</li> <li>○ <u><a href="#">How Can You Make Earth a Better Place?</a></u>- Wonderopolis.org</li> <li>○ <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba- literary nonfiction</li> <li>○ <u><a href="#">Who Was Wangari Maathai?</a></u> - Wonderopolis.org</li> <li>○ <u><a href="#">Who Are the Water Protectors?</a></u> - Wonderopolis.org</li> </ul> </li> </ul> <p>Cross-curricular connections:</p>

	Science - Earth Systems grade 5 unit
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about the Earth. There will be numerous opportunities for students to learn how language works to communicate effectively when they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss. Students will write an editorial argument while engaging in the writing process.</p> <p>This genre focus on persuasive text provides students with opportunities to identify the author’s purpose and audience, in order to better understand unfamiliar texts. Using informational texts, students will ask and answer questions to identify the author’s claim and will analyze details to find evidence to support that claim. Students will also encounter realistic fiction, recognizing how plot events lead to conflict resolution and how imagery helps readers better relate to a story.</p> <p>Students will read about the importance of nature preserves to protect endangered species, why urban gardening is good for everyone, and what steps are being taken to reduce the pollution created by electronic waste. As students build their vocabulary and synthesize topic knowledge, they will learn that there are many ways to protect the future of the world around us.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> 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><b>RL.5.10</b> 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><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing</p>

inferences from 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.

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**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.

### **Foundational**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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.

**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.5.5** 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.)

**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.

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Speaking**

**SL.5.1** Engage effectively in a range of collaborative discussions (on-to-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Language**

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based

	<p>on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5</b> Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How can caring for the Earth and its living things improve life?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• When we protect earth and its living things, we save habitats and conserve natural resources so all living things can benefit from them now and in the future.</li> <li>• All the things we need to survive, such as food, water, air, and shelter, come from natural resources.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions, Word Gaps</i>)</li> <li>• Central Idea</li> <li>• Author’s Purpose</li> <li>• Ideas and Support</li> <li>• Author’s Craft</li> <li>• Retell</li> <li>• Elements of Dram</li> <li>• Literary Elements</li> <li>• Figurative Language</li> <li>• Monitor and Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a place in a fiction text when the character has to stop and ask themselves a tough question, or shows doubt/ confusion (the <i>Tough Questions signpost</i>).</li> <li>• Identify unfamiliar words or phrases or <i>Word Gaps</i> and look for clues to understand them in nonfiction texts (the <i>Word Gap signpost</i>).</li> <li>• Recognize the central idea of a text, with supporting evidence.</li> <li>• Discuss specific ideas in the text that are important to the meaning.</li> <li>• Generate questions about a text to deepen understanding and gain information.</li> </ul>

	<ul style="list-style-type: none"> <li>● Text Structure</li> <li>● Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Explain the author’s purpose in a text.</li> <li>● Explain the author’s perspective and message in a text.</li> <li>● Recognize characteristics and structures of persuasive text by identifying the claim.</li> <li>● Recognize characteristics and structures of persuasive text by explaining how the author has used facts for or against an argument.</li> <li>● Explain the purpose of hyperbole, stereotyping, and anecdote.</li> <li>● Retell a story by asking questions.</li> <li>● Describe how a theme connects to the events in a story.</li> <li>● Identify the elements of a play, such as characters, dialogue, setting, stage direction, acts, and scenes.</li> <li>● Retell a story, including the plot and theme, in a logical order.</li> <li>● Explain how retelling a story can give insight into the story’s theme.</li> <li>● Use sequence words to retell story events.</li> <li>● Analyze literary elements within a story.</li> <li>● Explain how setting, conflict and characterization contribute to plot.</li> <li>● Identify and interpret the meaning of figurative language.</li> <li>● Describe how to create mental images to deepen understanding.</li> <li>● Monitor comprehension when understanding</li> </ul>
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<b>Foundational Skills:</b>		<p>breaks down.</p> <ul style="list-style-type: none"> <li>● Use strategies to make adjustments when understanding breaks down.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Analyze how text structure contributes to the author’s purpose.</li> <li>● Identify organizational patterns.</li> <li>● Identify transitional words and phrases that signal an author’s organizational pattern.</li> <li>● Explain the relationship between two or more events, ideas, or concepts in a text based on specific information.</li> <li>● Explain features such as insets, timelines, and sidebars to support understanding.</li> <li>● Analyze the author’s use of print and graphic features to achieve specific purposes.</li> </ul>
	<ul style="list-style-type: none"> <li>● Final stable syllables al, el, -le, il</li> <li>● Spelling patterns with the final schwa plus /l/ sounds and adding -ed and -ing</li> <li>● Root words and suffixes</li> <li>● Multisyllabic words with multiple sound-spelling patterns</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Phrasing</li> <li>● Intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode multisyllabic words with final stable syllables al, el, -el, il.</li> <li>● Read multisyllabic words with multiple sound-spelling patterns.</li> <li>● Decode/spell words ending in -ed and -ing.</li> <li>● Decode words using knowledge of suffixes and base words.</li> <li>● Understand that suffixes can change the pronunciation of consonants at the end of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Argument Writing</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of editorial writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of an editorial piece.</li> <li>● Research/brainstorm ideas to draft an editorial (argument).</li> <li>● Write an expository essay by engaging in the steps of the writing process.</li> <li>● Develop a thesis statement.</li> <li>● Write the body of an expository essay including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>● Write a conclusion that is clear and related to the thesis.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise expository essays.</li> <li>● Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> <li>● Summarizing and Paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> </ul>



		<ul style="list-style-type: none"> <li>● Make connections.</li> <li>● Work collaboratively.</li> <li>● Synthesize and discuss knowledge gained from the week’s texts.</li> <li>● Take notes.</li> <li>● Plan and gather information.</li> <li>● Demonstrate fluency and expression.</li> <li>● Summarize.</li> <li>● Paraphrase.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>  Examples: contaminate  benevolent, imperil, endangered, urban, humble, plots, alternative, transform, artificial, yield, influence, reduce.  Conscious. Implying, contradict, cascading, depleted, flight, toil merchant, fort, jabbing, captivity, aggressive, spectacle, toddles, packet, retreat</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>  *central idea, *evidence, prediction, clarify, *topic, *author’s purpose, suffix, argument, claim, fact, anecdote, hyperbole, stereotype, *summarize, paraphrase, retell, * theme, cast of characters, *dialogue,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> </ul>

	<p>*drama, *setting, stage directions, scene, literary elements, *plot, *event, *root, figurative language, imagery, collaborative, collaborative discussion, monitor, context clue, text structure, graphic feature, diagram, *opinion, perspective, persuade, *reason,</p> <p><b>Generative Vocabulary:</b>        Suffix: -ive, -ure        Prefix: mal-        Latin Roots: dict, spect, bene</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> sentence types (simple and compound), subordinating conjunctions (e.g., after, although, unless), complex sentences, correct pronoun usage</p>	
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<b>Unit Number and Title:</b>	Module 5 - Art for Everyone (module 6 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 2, Module 6</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts <ul style="list-style-type: none"> <li>○ <i>The World Around Us</i> - informational video</li> <li>○ <i>Andy Warhol</i> - informational text (read aloud)</li> <li>○ <i>Let’s Get Creative</i> - infographic</li> <li>○ <i>Christo and Jeanne-Claude: Through the Gates and Beyond</i> by Jan Greenberg and Sandra Jordan - informational text</li> <li>○ <i>Rita Moreno (from Portraits of Hispanic American Heroes)</i> written by Juan Felipe Herrera and paintings by Raul Colon - biography</li> <li>○ <i>Play, Louis, Play! The True Story of a Boy and His Horn</i> written by Muriel Harris Weinstein and illustrated by Patrick Morgan - fictionalized biography</li> <li>○ <i>Phillis’s Big Test</i> written by Catherine Clinton and illustrated by Sean Qualls - biography</li> <li>○ <i>Miss Alaineus: A Vocabulary Disaster</i> written and illustrated by Debra Frasier - personal narrative (writing text)</li> <li>○ <i>Ada’s Violin</i> by Susan Hood (Math and Science Collection)</li> <li>○ <i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i> by Jeanette Winter (Math and Science Collection)</li> <li>○ <i>Frida Kahlo</i> - Readworks.org</li> <li>○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection)</li> <li>○ <i>Little Dreamers: Visionary Women Around the World</i> by Vashti Harrison (Math and Science Collection)</li> </ul> </li> </ul>

<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about how people create and share different art forms. Students will understand the different ways that different art forms impact people’s lives. Students will write a personal narrative while engaging in the writing process.</p> <p>A genre focus on biography provides students with opportunities to identify central ideas, point of view, author’s craft, figurative language, and literary elements in order to better understand unfamiliar texts. Students will also encounter realistic fiction, fictionalized biography, and informational text to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about the powerful impact of various art forms in music, performance, and visual arts. Students will encounter artists like Christo and Jeanne-Claude, Rita Morena, and Louis Armstrong.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>CT Core Standards</b></p> <p><b>Reading</b></p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> 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><b>RF.5.3a</b> 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.</p> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">a. Read grade-level text with purpose and understanding.</p>

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or 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.)

**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 text to support analysis, reflection, and research.

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

	<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>Language</b></p> <p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p><b>L.5.4</b> 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.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do different art forms impact people in different ways?</li> <li>● How do I define who I am?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Different art forms can have a powerful impact on people to provide new perspectives, communicate feelings, emotions, and information, as well as being aesthetically pleasing.</li> <li>● Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b></p> <p><b>Students will know...</b></p>	<p><b>Skills</b></p> <p><b>Students will be able to...</b></p>

<p><b>Reading:</b></p>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>; <i>Quoted Words</i>)</li> <li>● Author’s Craft</li> <li>● Making Inferences</li> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Visualizing</li> <li>● Literary Elements</li> <li>● Point of View</li> <li>● Theme</li> <li>● Literary Elements</li> <li>● Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the life lesson in a fiction text and how it might affect the character (<i>Words of the Wiser signpost</i>).</li> <li>● Recognize quotes in nonfiction texts and determine why those words are important and who said them indicating a person’s opinion or point of view (<i>Quoted Words signpost</i>).</li> <li>● Recognize the characteristics of informational text.</li> <li>● Understand the effects of an author’s word choice on readers.</li> <li>● Analyze how language can help establish voice or tone in an informational text.</li> <li>● Make inferences and use text evidence to support understanding.</li> <li>● Use reading strategies throughout the reading process to monitor comprehension.</li> <li>● Discuss the selection, listening actively and making relevant comments.</li> <li>● Identify an informational text’s central ideas and relevant supporting details.</li> <li>● Summarize the text to maintain meaning and logical order.</li> <li>● Recognize organizational patterns such as chronological order of importance.</li> <li>● Analyze how the use of text structure contributes to the author’s purpose.</li> <li>● Identify and understand the impact of literary devices.</li> <li>● Examine how the author’s use of language contributes to tone of voice.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Create mental images to deepen understanding of a text.</li> <li>● Use text details and the five senses to visualize interactions and events.</li> <li>● Use reading strategies throughout the reading process to monitor for comprehension.</li> <li>● Analyze character development within a text.</li> <li>● Understand the relationship between the characters/subjects and historical events in a biography.</li> <li>● Differentiate between first and third person point of view.</li> <li>● Generate questions about a text to gain information and deepen understanding.</li> <li>● Make inferences about a text’s multiple themes.</li> <li>● Use text evidence to determine the theme of a piece of literary nonfiction.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Base words with spelling changes</li> <li>● Spelling patterns with the suffixes -ful, -ly, -less, -ness, -ment</li> <li>● Root words and suffixes</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Intonation and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words by recognizing root words with spelling changes.</li> <li>● Spelling words that have a change in the final y to i.</li> <li>● Decode multisyllabic words with final stable syllables al, el, -el, il.</li> <li>● Decode words with suffixes.</li> <li>● Decode/spell multisyllabic words that come from other languages.</li> <li>● Use print or digital resources to determine the pronunciation and origin of words from other languages.</li> <li>● Understand that suffix/s can change the</li> </ul>



		<p>pronunciation of consonants at the end of base words.</p> <ul style="list-style-type: none"> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Personal Narrative</p> <ul style="list-style-type: none"> <li>● Features/elements/craft of expository writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Understand elements of a personal narrative</li> <li>● Use prewriting strategies to plan.</li> <li>● Understand plot structure.</li> <li>● Understand how to elaborate a draft.</li> <li>● Describe the features/elements/craft of an editorial piece.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise expository essays.</li> <li>● Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules</li> <li>● Make connections.</li> </ul>

		<ul style="list-style-type: none"> <li>● Synthesize and discuss knowledge gained from the week’s texts.</li> <li>● Interpret/Analyze media.</li> <li>● Research and Organize Information.</li> <li>● Cite sources.</li> <li>● Oral instructions</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> <li>● Fluency/Expression</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: classic, tribute, striking, provoking, gracing, controversy, skeptical, manufactured, incorporated, persistence, persistence, ambitious, ingenious, opinion, traversed, exposure, willful, stereotypical, authentic, discriminatory, bar, contagious, fever, duets, solos, consented, sheaf, outcome, homeland, advised, content, testify</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> graphic, sensory word, *verb, *inference, *evidence, *central idea, *detail, *root, prefix, suffix, text structure, tone, *action verb, process,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Identify figurative language elements (e.g., simile, metaphor, personification, imagery, hyperbole) and how they add details to show and not tell.</li> <li>● Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>

	<p>sequence, *clarify, visualize, *character, subject, *point of view, prefix, suffix, author’s craft, figurative language, voice, digital tool, graphic, media techniques, *presentation, clarify, reread, *theme, *root, subject, *plot, *setting, analogy, *compare, figure of speech, brainstorm, categorize, *detail, *research, *direct quotation, *evidence, organizational structure, *quotation marks, transition</p> <p><b>Generative Vocabulary:</b>          Latin Root: struct, port, duc/duct          Prefixes: de-,super-, micro-          Suffixes: -ion, -ism, -ant/-ent</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> sentence types (simple, compound), subject-verb agreement</p>	
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<b>Unit Number and Title:</b>	Module 6: Above, Below, and Beyond (module 7 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 7</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>A Hero’s Journey</i>, video</li> <li>○ <i>Miss Mitchell’s Eclipses</i>, informational, by Sarah Novak</li> <li>○ <i>A Few Who Dared</i>, expository text</li> <li>○ <i>Into the Unknown: Above and Below</i>, informational, by Stewart Ross</li> <li>○ <i>Great Discoveries and Amazing Adventures</i>, informational, by Claire Llewellyn</li> <li>○ <i>Spaceship One</i>, autobiography, by Matthew Stinemetz</li> <li>○ <i>The Mighty Mars Rovers</i>, Narrative nonfiction, by Elizabeth Rusch</li> <li>○ <i>The Day-Glo Brothers</i>, informational, by Chris Barton (writing focal text)</li> <li>○ <u><i>Sacagawea- National Park Service</i></u> - nps.gov</li> <li>○ <i>Mae Jemison: A Kid’s Book About Reaching Your Dreams</i> by Mary Nhin (Math and Science Collection)</li> <li>○ <i>Little Legends: Exceptional Men in Black History</i> by Vashti Harrison (Math and Science Collection)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of informational and expository texts and media that show how curiosity drives exploration. Students will write a research report while engaging in the writing process.</p> <p>A genre focus on autobiography provides students with opportunities to identify the author’s craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative</p>

	<p>nonfiction to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries. Students will understand that explorers live exciting lives and attain achievements that impact the lives of others for generations that lead to change. They will learn about explorers, their discoveries, and their achievements.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> 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><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.5</b> 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><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.5.10</b> 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><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. 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 aid in comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation.

**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.)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**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.

**Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.3** Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

**Language**

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.5.4** 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

	<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	
<p><b>Essential Question(s):</b></p>	<ul style="list-style-type: none"> <li>● What role does curiosity play in exploration?</li> </ul>	
<p><b>Enduring Understanding(s):</b></p>	<ul style="list-style-type: none"> <li>● Students will understand that explorers live exciting lives and attain achievements that impact the lives of others for generations that lead to change.</li> </ul>	
<p><b>Learning Goal(s):</b></p>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<p><b>Reading:</b></p>	<ul style="list-style-type: none"> <li>● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment, Extreme or Absolute Language</i>)</li> <li>● Central Idea</li> <li>● Summarizing</li> <li>● Author’s Purpose</li> <li>● Point of View</li> <li>● Author’s Craft</li> <li>● Inferencing</li> <li>● Literary Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the “Aha Moment” in fiction texts, when the character suddenly understands something clearly.</li> <li>● Explain how an author’s use of the <i>Aha Moment Signpost</i> helps the reader to pause and think about what the character learned or how things might change.</li> <li>● Identify and explain extreme or absolute language in nonfiction text, (the <i>Extreme or Absolute Language signpost</i>) such as <i>every, all, none, always, never, and only</i>.</li> <li>● Recognize and differentiate facts and opinions.</li> <li>● Make, correct, or confirm predictions.</li> <li>● Analyze how text structure contributes to the author’s purpose.</li> <li>● Recognize characteristics and features of informational text.</li> <li>● Recognize the central idea with relevant</li> </ul>



		<p>details.</p> <ul style="list-style-type: none"> <li>● Examine how language contributes to voice and tone.</li> <li>● Analyze how an author’s perspective can affect an author’s purpose.</li> <li>● Generate questions about a text to monitor comprehension and deepen understanding.</li> <li>● Use context within a text to determine the relevant meaning of unfamiliar words or multiple-meaning words.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with final stable syllables -ain, -ture and -sure and final n or ən, çəɹ, zɦəɹ, ɪj, ɪv, and ɪs</li> <li>● Spelling patterns with the unstressed final syllables</li> <li>● Fluency: Accuracy, reading with expression and ability to self-correct</li> <li>● Intonation and phrasing</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell multisyllabic words with final stable syllables -ain, -ture and -sure and final (n or ən), çəɹ, zɦəɹ, ɪj, ɪv, and ɪs.</li> <li>● Decode words with an unstressed final syllable.</li> <li>● Use knowledge of syllabification patterns to recognize words with common final syllables.</li> <li>● Recognize root words, or base words, in multisyllabic words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use appropriate reading rate to support fluency and understanding.</li> <li>● Use expression and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing).</li> <li>● Demonstrate proper writing position including</li> </ul>

		correct posture, pen or pencil grip, and paper position. (ongoing).
<b>Writing:</b>	<p>Research Report</p> <ul style="list-style-type: none"> <li>• Features/elements/craft of informational writing</li> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features/elements/craft of a research report piece .</li> <li>• Research/brainstorm ideas to draft a research report.</li> <li>• Write a research report by engaging in the steps of the writing process.</li> <li>• Develop a thesis statement.</li> <li>• Write the body of a research report including relevant facts, definitions, details, quotations and/or examples to develop a topic.</li> <li>• Write a conclusion that is clear and related to the thesis.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Use feedback from teachers and peers to revise reports.</li> <li>• Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>• Conversation Rules</li> <li>• Topic Knowledge Synthesis</li> <li>• Fluency</li> <li>• Paraphrase/Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Make connections.</li> <li>• Synthesize and discuss knowledge gained from the week’s texts.</li> <li>• Interpret/Analyze media.</li> <li>• Use formal and informal language.</li> <li>• Research Media Literacy: Paraphrase.</li> <li>• Create multimedia presentations</li> </ul>

		<ul style="list-style-type: none"> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> <li>● Demonstrate fluency and expression.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>  Examples: expedition, incredible, progress, chronology, vast, mariners, cosmic, ascend, principle, forged, ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution, deploy, transition, expanse, resembled, terrain, international, transmitted, ailing</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>  *supporting evidence, fact, *opinion, prediction, confirm, text structure, *author’s purpose, *root, diagram, graphic feature, italic text, map, text feature, content-area words, context, multiple-meaning words, formal language, informal language, prediction, *confirm, *central ideas, *detail, author’s craft, voice, prefix, paraphrase, plagiarism, retell, sensory word, metaphor, *summarize,, elaboration,</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Edit writing for proper capitalization, correct spelling, and grammar (e.g., subject/verb agreement, past tense of irregular verbs, collective nouns, adjectives, pronouns + additional grammar instruction, as needed based on student writing).</li> <li>● Discuss publishing options/preferences.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Spell grade--appropriate words correctly, consulting references as needed.</li> </ul>

	<p>*evidence, *direct quotation, *quotation marks,</p> <p><b>Generative Vocabulary:</b> Prefixes: mega-, sub-, aqua-, pro-, anti- Latin root: tract, chrono, gress, ped, dent, terr</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> quotation marks, proper use of adverbs, pronouns, prepositions</p>	
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<b>Unit Number and Title:</b>	Module 7 - A New Home (module 8 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading Volume 3, Module 8</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ <i>New Kid in Town</i>, realistic fiction</li> <li>○ <i>Liberty Enlightening the World</i>, informational</li> <li>○ <i>Passage to Freedom: The Sugihara Story</i>, by Ken Mochizuki, narrative nonfiction</li> <li>○ <i>Moving to a New Country: A Survival Guide</i>, informational</li> <li>○ <i>Saltpie</i> by Tim Tingle, realistic fiction</li> <li>○ <i>Indian No More</i> by Charlene Willing McManis, historical fiction</li> <li>○ <i>A Movie in My Pillow</i>, poetry, by Jorge Argueta</li> <li>○ <i>From Scratch</i>, realistic fiction, by Susie Castellano</li> <li>○ <i>Elisa’s Diary</i>, realistic fiction, by Doris Luisa Oronoz</li> <li>○ <i>Inside Out and Back Again</i>, poetry, Thanhha Lai</li> <li>○ <i>Love That Dog</i>, poetry, by Sharon Creech (writing focal text)</li> <li>○ <u><i>What Causes People to Become Refugees?</i></u> - Wonderopolis.org</li> </ul> </li> </ul> <p>Cross-curricular connections:            Social Studies - Exploration And Early Settlements (Era 1) grade 5 unit</p>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media related to the experience of moving to a new country. Students will write lyric poems while engaging in the writing process.</p> <p>A genre focus on poetry provides students with opportunities to identify the elements of poetry and</p>

	<p>author’s craft in order to better understand unfamiliar texts. Students will also encounter informational text and realistic fiction to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that moving to a new country and feeling at home is a life-changing experience that requires some adaptation. Through reading about the experiences of different children that have moved from their home, they find focusing on their positive life changes can make the transition easier.</p>
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> 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><b>RL.5.3</b> 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><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.10</b> 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><b>Foundational Skills</b></p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol>

**Writing**

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of 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.)

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

- 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]”).

**Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Language**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.

	<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>L.5.4</b> 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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.5.5</b> Include multimedia components (e.g. graphics, sounds) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How do people adapt to new experiences and make a new place home?</li> <li>Why do we seek and build community?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Students learn that establishing a routine, setting up a home and staying in touch with old friends while making new ones, can help people adapt to new experiences while making a new place home.</li> <li>Focusing on positive life changes helps people adapt to new experiences.</li> <li>Building a community helps create a sense of belonging and connection among members. This can lead to increased social interaction and engagement, as well as making members feel welcomed.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li><i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Memory</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify memory moments (<i>Memory Moment signposts</i>) in a fiction text.</li> </ul>



	<p><i>Moment, 3 Big Questions)</i></p> <ul style="list-style-type: none"> <li>● Make and confirm predictions</li> <li>● Text Structure</li> <li>● Text and Graphic Features</li> <li>● Central Idea</li> <li>● Author’s Craft</li> <li>● Author’s Purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how a character’s memory is connected to what is currently happening in the story, and how it can give information about the theme, moral, or lesson.</li> <li>● Identify when a reader should question what the author says and how it relates to what they already know - the <i>3 Big Questions</i> signpost.</li> <li>● Ask and answer the <i>3 Big Questions</i> when a reader sees new, confusing, or challenging information in a nonfiction text.</li> <li>● Identify how their background knowledge relates to what the author is saying in a nonfiction text.</li> <li>● Recognize a variety of text structures and set a purpose for reading.</li> <li>● Create mental images to enhance comprehension.</li> <li>● Generate questions about a text to monitor comprehension and deepen understanding.</li> <li>● Infer theme(s) from an assortment of texts using text evidence.</li> <li>● Analyze and explain how an author uses elements of poetry to convey a mood or idea.</li> <li>● Examine how language contributes to voice.</li> <li>● Make inferences while reading, and use text evidence to support understanding.</li> <li>● Infer theme(s) from an assortment of texts using text evidence.</li> <li>● Examine how language contributes to voice.</li> <li>● Identify inferences while reading, and use text evidence to support understanding.</li> <li>● Analyze how plot elements each contribute to the development of the story.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Discuss how plot devices (flashback and flashforward) enhance meaning of the text).</li> <li>● Analyze relationships and conflicts between characters, and the way an author develops a character through the character’s dialogue and actions.</li> <li>● Analyze the use of print and graphic features to achieve the author's purpose and support the readers’ understanding of the text.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with prefixes in-, un-, di-, mis-</li> <li>● Spelling patterns with final stable syllables -tion and -sion</li> <li>● Spelling patterns with adding suffixes -ion and -ian</li> <li>● Prefixes and suffixes</li> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with prefixes in. un-, dis-, and mis-.</li> <li>● Decode words with final stable syllables -tion and -sion.</li> <li>● Spell base words and base words with suffixes -ion and -ian added.</li> <li>● Recognize and decode homophones.</li> <li>● Recognize the spelling differences in homophones.</li> <li>● Spell words with multiple sound-spelling patterns.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffixes can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation</li> </ul>

		<p>(continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> <li>• Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Features/elements/craft of Poetry writing</li> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features/elements/craft of poetry.</li> <li>• Research/brainstorm ideas to draft poetry.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Use feedback from teachers and peers to revise poetry.</li> <li>• Edit drafts for proper grammar.</li> </ul>
<b>Speaking and Listening:</b>	<p>Conversation Rules Topic Knowledge Synthesis Citing Sources</p>	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Make connections.</li> <li>• Synthesize and discuss knowledge gained from the week's texts.</li> <li>• Interpret/Analyze media.</li> <li>• Cite sources.</li> <li>• Follow oral instructions.</li> <li>• Create multimedia presentations.</li> <li>• Plan and gather information.</li> <li>• Give a presentation.</li> <li>• Demonstrate fluency and expression.</li> </ul>
<b>Language:</b>	<p><b>Vocabulary</b> <b>Academic Vocabulary/Critical</b></p>	<ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use.</li> </ul>

	<p><b>Vocabulary:</b> Examples: nomadic, voice, monologue, temporary, yearning, civil, flourishing, fortunate, dedicate, relatives, discarded, reluctantly, reserve, casual, nudged, diary, promptly, semidarkness, obvious, comprehended, officially, preliminary, sponsor, generosity, goodwill, grateful, exception, sensible</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b> text structure, visualize, homophone, homograph, *author’s purpose, *theme, prefix, figurative language, personification, repetition, tone, voice, collaborative, *inference, *evidence, *conflict, plot, *character, *root, prefix, event, resolution, bibliography, plagiarism, prediction, *clarify, *stanza, imagery, rhythm, repetition, text feature, graphic feature, claim, *opinion, perspective, *reasons, support, transition</p> <p><b>Generative Vocabulary:</b> Prefixes: uni-, mono-, tri-, multi-, semi- Latin root: scribe/script, voc, ject</p> <p><b>Conventions of Standard English,</b></p>	<ul style="list-style-type: none"> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context to determine the meaning of unfamiliar words</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Use a dictionary or glossary to determine the meaning of unfamiliar words.</li> </ul>
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	<b>Grammar and Usage:</b> punctuation, capitalization, verb tense, adjectives, adverbs	
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<b>Unit Number and Title:</b>	Module 8 - Unexpected, Unexplained (module 9 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 3, Module 9</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts: <ul style="list-style-type: none"> <li>○ <i>What Was That?</i> Video: Mystery</li> <li>○ <i>Searching for Atlantis</i>, informational</li> <li>○ <i>Why People Love Mysteries</i>, informational</li> <li>○ <i>Journey Home</i>, by Lawrence McKay</li> <li>○ <i>Mr. Linden’s Library</i>, mystery, by Walter Dean Myers</li> <li>○ <i>The Loch Ness Monster</i>, Video: documentary,</li> <li>○ <i>Finding Bigfoot: Everything You Need to Know</i>, informational, by Martha Brockenbrough</li> <li>○ <i>The Secret Keepers</i>, mystery, by Trenton Lee Stewart</li> <li>○ <i>The Egypt Game</i>, imaginative story, by Zilpha Keatley Snyder (writing focal text)</li> <li>○ <u><i>What Happened to the Lost Colony?</i></u> - Wonderopolis.org</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about mysteries. Students will write an imaginative story while engaging in the writing process.</p> <p>A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text to build knowledge across genres.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about different types of intriguing mysteries and the methods people use to try to solve them.</p>
<b>Learning Goals</b>	

<b>Standard(s):</b>	<p><b>Reading</b></p> <p><b>RL/RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.4</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>RL.5.10</b> 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><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>Writing</b></p> <p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ol>
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	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.5.4</b> 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><b>W.5.5</b> 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.)</p> <p><b>W.5.6</b> 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><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ol> <p><b>W.5.10</b> 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.</p> <p><b>Speaking and Listening</b></p> <p><b>SL.5.1</b> 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.</p> <ol style="list-style-type: none"> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> <p><b>Language</b></p> <p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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	<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.5.4</b> 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 theme; speak clearly at an understandable pace.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.6</b> 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).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes something mysterious, and what makes people want to solve mysteries?</li> <li>• How do I distinguish between true and false information when reading?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Readers enjoy mysteries because they are not easily comprehended or explained. A mystery focuses on the unknown or puzzling and creates curiosity for the reader to read for clues to find a solution or explanation.</li> <li>• Students will use various text features, information in the text and their own background knowledge in order to make inferences and when determining if something is true or false.</li> </ul>	
<b>Learning Goal(s):</b>	<b>Content</b> <b>Students will know...</b>	<b>Skills</b> <b>Students will be able to...</b>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>• <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>)</li> <li>• Make and Confirm Predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opposing ideas in fiction texts, the <i>Contrasts and Contradictions signpost</i>, by examining character’s actions when they differ from how the reader would expect them to act</li> </ul>

	<ul style="list-style-type: none"> <li>● Literary Elements</li> <li>● Characters</li> <li>● Figurative Language</li> <li>● Media Techniques</li> <li>● Ideas and Support</li> <li>● Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the author’s use of the <i>Contrasts and Contradictions</i> signpost to show readers something important about the character, plot, setting, or theme</li> <li>● Identify opposing ideas in nonfiction texts, the <i>Contrasts and Contradictions</i> signpost, using clue words such as but, yet, unlike, instead, and although.</li> <li>● Explain an author’s use of opposing ideas in nonfiction texts, the <i>Contrasts and Contradictions</i> signpost, and how it contrasts or contradicts something in their lives or what they already know.</li> <li>● Explain the author’s purpose and message.</li> <li>● Make, correct, or confirm predictions, using text features, characteristics of genre, and structure.</li> <li>● Analyze the relationships and conflicts among characters.</li> <li>● Explain how an author develops a characters’ perspective.</li> <li>● Analyze how plot elements contribute to the development.</li> <li>● Explain the use of imagery and figurative language.</li> <li>● Make and confirm predictions before and during viewing a media presentation.</li> <li>● Identify the purpose and audience of auditory, visual, and written media messages.</li> <li>● Summarize information presented in diverse media formats.</li> <li>● Examine an author’s use of facts and opinions in a text in order to track the development of an argument.</li> <li>● Analyze the use of print and graphic features to achieve the author's purpose and support</li> </ul>
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		<p>comprehension.</p> <ul style="list-style-type: none"> <li>● Make inferences based on text evidence to support understanding readers' understanding.</li> <li>● Identify and understand literary elements, including mood and tone and examine how language contributes to voice.</li> <li>● Identify and understand literary elements, including mood and tone and examine how language contributes to voice.</li> <li>● Distinguish between first-person and third-person narrator.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Spelling patterns with prefixes in-, un-, di-, mis-</li> <li>● Spelling patterns with final stable syllables -tion and -sion</li> <li>● Spelling patterns with adding suffixes -ion and -ian</li> <li>● Prefixes and suffixes</li> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro.</li> <li>● Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist.</li> <li>● Spell words that add suffixes -ant, -ent, -able, -ible.</li> <li>● Decode/spell words with Greek Roots.</li> <li>● Use print or digital dictionaries to determine the meaning of words with Greek roots.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffixes can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive</li> </ul>

		<p>handwriting. (ongoing)</p> <ul style="list-style-type: none"> <li>● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)</li> </ul>
<b>Writing:</b>	<p>Narrative</p> <ul style="list-style-type: none"> <li>● Imaginative Story</li> <li>● Features/elements/craft of narrative writing</li> <li>● Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the features/elements/craft of a narrative piece.</li> <li>● Prewriting and drafting a narrative.</li> <li>● Understanding Characters.</li> <li>● Understanding the elements of narrative.</li> <li>● Using dialogue.</li> <li>● Organize drafts with a purposeful and logical structure.</li> <li>● Use feedback from teachers and peers to revise narrative.</li> <li>● Edit drafts for proper grammar, usage, and mechanics.</li> <li>● Publishing a final draft.</li> </ul>
<b>Speaking and Listening:</b>	<ul style="list-style-type: none"> <li>● Conversation Rules</li> <li>● Topic Knowledge Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>● Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>● Engage in discussions using established conversation rules.</li> <li>● Make connections.</li> <li>● Synthesize and discuss knowledge gained from the week's texts.</li> <li>● Interpret/Analyze media.</li> <li>● Follow oral instructions.</li> <li>● Create multimedia presentations.</li> <li>● Plan and gather information.</li> <li>● Give a presentation.</li> </ul>

<b>Language:</b>	<p><b>Vocabulary</b>  <b>Academic Vocabulary/Critical Vocabulary:</b>          Examples: suspense, falsify, factor, effect, formidable, relentlessly, musings, sentimental, prefer, engulfed, audible, will, keepsake, chastised, sightings, earnest, desperately, convinced, misperception, hoaxes, elusive, theoretical, encounters, hastily, muffled, gaping, beckoned, feeble, shudder, conviction, faltering, extinguished</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):</b>          *author’s purpose, prediction, confirm, *character, *conflict, *root, suffix, *plot, rising action, climax, falling action, resolution, figurative language, *imagery, sensory word, collaborative discussion, confirm, multiple-meaning words, media, medial technique, visual elements, fact. *opinion, *evidence, text feature, graphic feature, photo, *inference, homophone, homograph, event, literary elements, mood, tone, *narrator, *point of view, *action verb, process, clarify,</p> <p><b>Generative Vocabulary:</b>          Suffixes: --y, -ion, -ic, -ous, -less, -ous/-ious, -ant, -ment</p>	<ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use.</li> <li>● Use newly acquired vocabulary expressively.</li> <li>● Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>● Participate in collaborative discussions.</li> <li>● Determine the meaning of grade-level academic vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</li> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Determine the meaning of unfamiliar words using context.</li> </ul>
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	<p>Latin root: fac, fec, fy</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> punctuation for dialogue (quotation marks, commas); capitalization; subject-verb agreement, adjectives, adverbs</p>	
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<b>Unit Number and Title:</b>	Module 9 - The Lives of Animals (module 10 in HMH)
<b>Duration:</b>	15-20 Days
<b>Resource(s):</b>	<ul style="list-style-type: none"> <li>● HMH’s Into Reading, Volume 4, Module 10</li> <li>● HMH’s Writing Workshop Manual</li> <li>● Rigby Leveled Library</li> <li>● Core texts:           <ul style="list-style-type: none"> <li>○ <i>We Are Animals</i>, video: informational</li> <li>○ <i>Prairie Dogs: Talk of the Town</i>, informational text, by Cynthia Mills</li> <li>○ <i>Why We Watch Animals</i>, informational</li> <li>○ <i>Willie B.: A Story of Hope</i>, narrative nonfiction, by Nancy Roe Pimm</li> <li>○ <i>Dolphin Parenting</i>, video: Science</li> <li>○ <i>Can We Be Friends?</i>, magazine article, by Ellen R. Braaf</li> <li>○ <i>Winter Bees and Other Poems of the Cold</i>, poetry/ informational, by Joyce Sidman</li> <li>○ <i>The One and Only Ivan</i>, fantasy, Katherine Applegate (writing focal text)</li> <li>○ <i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean’s Most Fearless Scientist</i> by Jess Keating (Math and Science Collection)</li> <li>○ <i>Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner</i> by Janice N. Harrington (Math and Science Collection)</li> </ul> </li> </ul>
<b>Unit Overview:</b>	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about animals. Students will write an argument essay in the form of a letter to the editor while engaging in the writing process.</p> <p>A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and video. Students will also encounter narrative nonfiction and poetry to build knowledge across genres.</p>

As students build their vocabulary and synthesize topic knowledge, they will learn that animals demonstrate amazing characteristics and abilities in their everyday lives.

### Learning Goals

#### Standards(s):

#### Reading

**RI/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 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.

**RI.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**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.

**RI.5.6** 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.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**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.

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.



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

**Writing**

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

**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.)

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

- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Speaking and Listening**

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Language**

**L.5.4** 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.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

	<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p><b>L.5.6</b> 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).</p>	
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What can we learn about ourselves by observing and interacting with animals?</li> <li>● How do I define who I am?</li> </ul>	
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Animals demonstrate amazing characteristics and abilities in their everyday lives.</li> <li>● Animal interactions can be compared to human interactions.</li> <li>● Identity can mean different things to different people. It might be about who you hang out with, what music you listen to, where you live or what ethnicity you are. Simply put – your identity is who you are.</li> </ul>	
<b>Learning Goal(s):</b>	<p><b>Content</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>● Author’s <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again</i>, <i>3 Big Questions</i>)</li> <li>● Author’s Craft</li> <li>● Synthesizing</li> <li>● Theme</li> <li>● Text Structure</li> <li>● Central Idea</li> <li>● Text Structure</li> <li>● Visualize</li> </ul>	<ul style="list-style-type: none"> <li>● Identify repetition in fiction texts, the <i>Again and Again</i> signpost, when authors repeat events, images, or words.</li> <li>● Explain an author’s use of repetition, the <i>Again and Again</i> signpost, and how it contributes to the story to help monitor, clarify, and/or infer meaning (e.g., setting, character, big idea, symbolic).</li> <li>● Identify when a reader should question what the author says and how it relates to what they already know - the <i>3 Big Questions</i> signpost.</li> </ul>

	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Text and Graphic Features</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer the 3 <i>Big Questions</i> when a reader sees new, confusing, or challenging information in a nonfiction text.</li> <li>● Identify how their background knowledge relates to what the author is saying in a nonfiction text.</li> <li>● Analyze and understand how an author’s tone relates to the author’s purpose.</li> <li>● Synthesize new ideas from information presented in a narrative nonfiction text.</li> <li>● Make inferences to determine theme(s) using text evidence.</li> <li>● Recognize a variety of text structures including compare and contrast.</li> <li>● Students ask questions, and create mental images to monitor and clarify understanding.</li> <li>● Identify the purpose and audience of auditory, visual, and written media messages, and summarize information presented.</li> <li>● Determine the central idea(s) and relevant supporting details.</li> <li>● Analyze the author’s use of text features.</li> <li>● Explain the use of imagery and figurative language in literary and informational texts.</li> </ul>
<b>Foundational Skills:</b>	<ul style="list-style-type: none"> <li>● Latin word roots</li> <li>● Spelling pattern with suffixes -ion and -ation</li> <li>● Spelling patterns with the final stable syllable with er</li> <li>● Prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>● Decode words with the suffixes -ion and -action.</li> <li>● Decode/spell words with the final stable syllable er.</li> <li>● Decode words with Latin Roots.</li> <li>● Decode words with prefixes and suffixes.</li> <li>● Use print or digital dictionaries to determine the</li> </ul>

	<ul style="list-style-type: none"> <li>● Fluency: Expression, phrasing, intonation</li> </ul>	<p>meaning of words with Latin roots.</p> <ul style="list-style-type: none"> <li>● Understand the influence of suffixes and prefixes on base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Decode/spell words with the knowledge of the prefixes com-, con-, pre-, pro</li> <li>● Decode words with suffixes -ant, ent, -able, -ible, -ism, -ist.</li> <li>● Spell words that add suffixes -ant, -ent, -able, -ible.</li> <li>● Decode/spell words with Greek Roots.</li> <li>● Use print or digital dictionaries to determine the meaning of words with Greek roots.</li> <li>● Understand the influence of prefixes on base words.</li> <li>● Understand that suffix/s can change the spelling and final sounds of base words.</li> <li>● Read aloud grade-level text with fluency, automaticity, appropriate phrasing and prosody or expression, and accuracy.</li> <li>● Use phrasing and intonation to read fluently and support understanding.</li> <li>● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing)</li> <li>● Demonstrate proper writing position including</li> </ul>
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		correct posture, pen or pencil grip, and paper position. (ongoing)
<b>Writing:</b>	Argument: Letter to the editor <ul style="list-style-type: none"> <li>• Features/elements/craft of argument writing</li> <li>• Writing process steps (prewrite, draft, revise, edit, publish/share)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features/elements/craft of an expository piece/essay.</li> <li>• Research/brainstorm ideas to draft letter to the editor.</li> <li>• Organize drafts with a purposeful and logical structure.</li> <li>• Use feedback from teachers and peers to revise expository essays.</li> <li>• Edit drafts for proper grammar, usage, and mechanics.</li> </ul>
<b>Speaking and Listening:</b>	Conversation Rules Topic Knowledge Synthesis Fluency	<ul style="list-style-type: none"> <li>• Listen for a purpose (e.g., context clues to determine the meaning of unfamiliar words).</li> <li>• Engage in discussions using established conversation rules.</li> <li>• Synthesize and discuss knowledge gained from the week's texts.</li> <li>• Create multimedia presentations.</li> <li>• Plan and gather information.</li> <li>• Give a presentation.</li> </ul>
<b>Language:</b>	<b>Vocabulary</b> <b>Academic Vocabulary/Critical Vocabulary:</b> Examples: tension, antisocial, bond, relationship, enclosure, solitary, anticipation, possession, inhumane, territory, coaxing, generation, dominated, posture, master, technique, utilize, fend, status,	<ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use.</li> <li>• Use newly acquired vocabulary expressively.</li> <li>• Use context, print, and digital reference materials to determine/clarify the meanings of unfamiliar words.</li> <li>• Participate in collaborative discussions.</li> <li>• Determine the meaning of grade-level academic</li> </ul>

	<p>cowered, benefit, clan, restore, reconcile, enabled, migrate, aquatic, formation, random, scaled, resume, grasp, resistant</p> <p><b>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English:</b> *inference, *theme, *prefix, text structure, *research, *source, brainstorm, graphic, monitor, clarify, media, media techniques, *central idea, *detail, *root, text structure, *presentation, graphic, visualize, *mental image, multiple-meaning words, *theme, graphic feature, author’s craft, figurative language, imagery, experience, *presentation</p> <p><b>Generative Vocabulary:</b> Latin root: bene</p> <p><b>Conventions of Standard English, Grammar and Usage:</b> Punctuation, capitalization, commas, complete sentences</p>	<p>vocabulary derived from Latin, Greek, or other linguistic roots and affixes.</p> <ul style="list-style-type: none"> <li>● Determine the meaning of multiple meaning words (e.g.: flop- failure/fall down noisily).</li> <li>● Use a dictionary or glossary to determine the meaning of unfamiliar words.</li> </ul>
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