

# Harrison Township School District

## *"Where Bright Futures Begin"*

Grade: 5  
Course: English Language Arts  
Theme: The Unexpected

Unit #: 6  
Trimester: III  
Week(s): 31 through 36

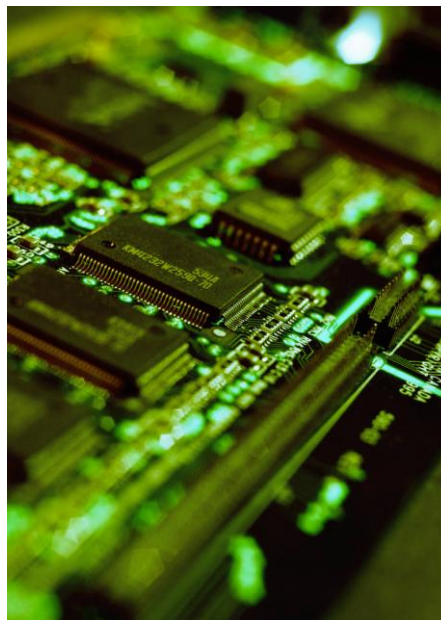
### **Essential Questions**

- What can we learn with encounters with the unexpected?
  - How can unplanned situations have positive outcomes?
  - What unexpected effects can humans have on nature?
  - How can we learn from the results of our actions?
  - How can unexpected encounters reveal hidden dangers?
  - What unexpected influence do we have on those around us?



### **Enduring Understandings**

- ✓ Unexpected encounters sometimes lead to the most amazing things; lead to great inventions and discoveries; help us conquer our fears.
- ✓ Humans affect nature by helping wildlife survive; by harming plant and animal life; by depleting natural resources; in both positive and negative ways.
- ✓ The results of our actions can be making mistakes; winning or losing competitions; unforeseen; positive or negative.
- ✓ Travel safety means using safe vehicles; being aware of where you are; avoiding calamity; being prudent.
- ✓ People are influenced by the careers of others; wealth and celebrity; people with great talent and fervor; family and friends.



## **Reading Standards**

### **Reading Standards for Literature:**

- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

### **Reading Standards for Informational Text:**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### **Reading Standards – Foundational Skills:**

- 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.
- Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## **Writing Standards**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Provide a concluding statement or section related to the opinion presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Language Standards**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.\*
  - Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
  - Use punctuation to separate items in a series.\*
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions 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?).
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - 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.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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 Standards**

- 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.
  - 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 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.)