

Harrison Township School District

“Where Bright Futures Begin”

Grade: 5
Course: English Language Arts
Theme: Adapting

Unit #: 4
Trimester: II
Week(s): 19 through 24

Essential Questions

- How do people and animals adapt to different situations?
 - How do people adapt to difficult situations?
 - How do people overcome obstacles?
 - How do animals adapt to survive?
 - How do people adapt to new places?
 - Why do people try to change themselves?



Enduring Understandings

- ✓ Adapting to difficult situations can mean creating things to make life easier; being flexible; having courage and determination; changing to deal with situations.
- ✓ Overcoming obstacles can mean coming up with ingenious ideas to conquer them; being resilient when you are trying to adapt; being persistent.
- ✓ Animals can adapt in different ways and for many reasons; to protect themselves from enemies; to hunt prey; to survive in their environments.
- ✓ Adapting to new places can mean getting used to a new country; getting used to a new school; having courage and determination; overcoming obstacles.
- ✓ Improving yourself can mean becoming physically fit; studying and perfecting your talents; practicing what you know; increasing your knowledge.



Reading Standards

Reading Standards for Literature:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.

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 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.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - 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.
- 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).
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 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.
- 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.)