

# Harrison Township School District

## *“Where Bright Futures Begin”*

Grade: 5  
Course: English Language Arts  
Theme: Inventors and Artists

Unit #: 3  
Trimester: II  
Week(s): 13 through 18

### Essential Questions

- What do people gain from the work of inventors and artists?
  - How do inventors inspire our imaginations?
  - How do artists inspire future generations?
  - How can paleontologists help us understand the past?
  - How does an artist use music to inspire others?
  - How do artists create special effects to entertain us?



### Enduring Understandings

- ✓ Inventors may be inspired by new ideas; experimentation; wanting improvements and change; wanting to try new things.
- ✓ Artists may inspire future generations by the ideas they leave behind; drawings and journals; their dedication to an idea; trying different ways to create something new.
- ✓ Understanding the past means learning from paleontologists; learning from artists; thinking about animals from the past; examining remains of extinct animals.
- ✓ Music can inspire us when we listen to it and enjoy it; when we listen to different instruments; to sing and dance to beats and melodies; to keep a beat or have a jam session.
- ✓ Special effects entertain us with three-dimensional movies; with digital effects in movies; with props that form illusions; by re-creating scenes from other times.



## **Reading Standards**

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

- 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.
- Explain the relationship 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.

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

- 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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).

### **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.
  - Use verb tense to convey various times, sequences, states, and conditions.
- 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.
- 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**

- 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.