

Harrison Township School District

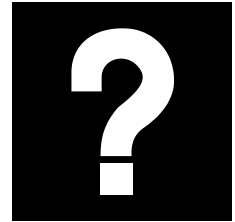
“Where Bright Futures Begin”

Grade: 5
Course: English Language Arts
Theme: Meeting Challenges

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- What kinds of challenges do people face and how do they meet them?
 - What inspires people to act courageously?
 - How can nature challenge us?
 - How do people survive in the wilderness?
 - How do we face personal challenges?
 - What challenges do immigrants encounter?



Enduring Understandings

- ✓ Acting courageously means overcoming fears, saving someone's life, being a hero or heroine, and anticipating danger.
- ✓ Nature's challenges can be unpredictable weather events (i.e. tornadoes), natural disasters, and predicted by meteorologists.
- ✓ Wilderness survival can mean having the right tools, starting fires and preparing and cooking food, and staying safe from wild animals.
- ✓ Personal challenges can be caused by problems of perceived inequality, overcome with ambition, and faced when people work together.



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.
- 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.

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.
- Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, and/or problem/solution) of events, ideas, concepts, or information in two or more texts.

Reading Standards – Foundational Skills:

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding;
 - Read on-level prose and poetry orally with accuracy;
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
 - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing:

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

Language Standards

Conventions of Standard English:

- 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.
 - Use punctuation to separate items in a series.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

- 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 comparison in text) as a clue to the meaning of a word or phrase.
 - 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.
 - 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

Comprehension and Collaboration

- 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 material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Presentation of Knowledge and Ideas

- 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.