Big Idea: We Never Stop Learning

	Content: English Language Arts	Grade: Fifth				Un Tin
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	
What funny event lead Louis to Mrs. Jewls' classroom?	Vocabulary: - Using context - Prefixes non-, un-, dis-, mis Context: Multiple meaning words - Suffixes –ion, -tion - Suffixes –ly, -ful	 Story structure Summarize Text and graphic features Question Compare/contrast Infer/predict 	Disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted, function, delicate, adjusted, operator, flawed, acute, version, axis, simulate, tethered, debate, prodded, gradually, decoratred,	Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics	Reading Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support	RF W. W.
How can graphics help you learn about space?	Fluency/Decoding - Expression - VCV Syllable Pattern - Accuracy - Vowel sounds in VCV syllable patterns	Sequence of eventsMonitor/clarifyThemeVisualize	beckoned, scanned, inflated, stalked, shaken, hesitated, unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying, gorgeous, opponents, supposedly, preliminary, obvious, brutal,	 Benchmarks Accelerated Reader STAR reader Quizzes Running 	conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why	W. W. W. W. W. SL
What can our differences teach us?	 Intonation VCCV syllable patterns Phrasing: Pauses Digraphs in multisyllables Stressed/unstressed syllables 		officially, sweeping, typically, embarrassed	Records Projects Grade level texts and fluency	individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a	SL SL SL SL L.:
What events lead a team to learn double Dutch?	Grammar - Complete sentences - Kinds of sentences - Compound sentences - Common and proper nouns - Singular and plural nouns			passages • Writing portfolio	text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific	L.: RI RI RI RI W.
How does a character learn an important lesson?	Spelling - Short vowels - Long a and long e - Long I and long o - Vowel sounds oo, yoo				sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.	L5 L5 L5

-	Vowel sounds ou, oi, o		Integration of Knowledge and
			Ideas:
			7. Integrate and evaluate
Writin	g		content presented in diverse
_	_		media formats, including
_			visually and quantitatively, as
_			well as in words.
	•		8. Delineate and evaluate the
-	Treville: Herional Harrani		argument and specific claims
-	=, , , P		in a text, including the
	fictional narrative		validity of the reasoning as
			well as the relevance and
			sufficiency of the evidence.
			9. Analyze how two or more
			texts address similar themes
			or topics in order to build
			knowledge or to compare the
			approaches the authors take.
			Range of Reading and Level of Text Complexity:
			10. Read and comprehend
			complex literary and
			informational texts
			independently and
			proficiently.
			Writing
			Text Types and Purposes:
			Write arguments and
			support claims in an analysis
			of substantive topics or texts,
			using valid reasoning and
			relevant and sufficient
			evidence.
			2. Write
			informative/explanatory texts
			to examine and convey
			complex ideas and
			information clearly and
			accurately through the
			effective selection,
			organization, and analysis of
			content.
			3. Write narratives to develop
			real or imagined experiences
			or events using effective
			technique, well-chosen

			details, and well-structured
			event sequences.
ļ			Production and Distribution of
ļ			Writing:
ļ			4. Produce clear and coherent
ļ			writing in which the
			development, organization,
ļ			and style are appropriate to
			task, purpose and audience.
ļ			5. Develop and strengthen
ļ			writing as needed by
			planning, revising, editing,
ļ			rewriting, or trying a new
			approach.
			6. Use technology, including
			the Internet, to produce and
			publish writing and to interact
			and collaborate with others.
ļ			Research to Build and Present
			Knowledge:
			7. Conduct short as well as
			more sustained research
			projects based on focused
			questions demonstrating
			understanding of the subject
			under investigation.
			8. Gather relevant
			information from multiple
ļ			print and digital sources,
ļ			assess the credibility and
			accuracy of each source, and
			integrate the information
			while avoiding plagiarism.
			9. Draw evidence from
			literary or informational texts
			to support analysis, reflection,
			and research.
			10. Write routinely over
			extend time frames and
			shorter time frames for a
			range of tasks, purposes, and
			audiences.
			Speaking and Listening
			Comprehension and
			Collaboration:
			Prepare for and participate
			effectively in a range of

		conversations and
		collaborations with diverse
		partners, building on others'
		ideas and expressing their
		own clearly and persuasively.
		2. Integrate and evaluate
		information presented in
		diverse media and formats,
		including visually,
		quantitatively and orally.
		3. Evaluate a speaker's point
		of view, reasoning and use of
		evidence and rhetoric.
		Presentation of Knowledge
		and Ideas:
		4. Present information,
		findings, and supporting
		evidence such that listeners
		can follow the line of
		reasoning and the
		arganization development
		organization, development
		and style are appropriate to
		task, purpose and audience.
		5. Make strategic use of
		digital media and visual
		displays of data to express
		information and enhance
		understanding of
		presentations.
		6. Adapt speech to a variety
		of contexts and
		communicative tasks,
		demonstrating command of
		formal English when
		indicated or appropriate.
		Language
		Conventions of Standard
		English:
		1. Demonstrate command of
		the conventions of standard
		English grammar and usage
		when writing or speaking.
		2. Demonstrate command of
		the conventions of standard
		English capitalization and
		punctuation, and spelling
		when writing.

			Knowledge of Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use: 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RRexpression.	
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Content: English Language Arts		Grade: Fifth		Wild Encounters rame: October 15 – November		
Essential Questions	Content	Skills	Key Terms	Assessme		College and Career Readiness Standards
What effect can one person have on a stranded sea turtle? Can nature bring out the best in a character? What persuades us to protect the environment? What conclusions can we draw about seas? What are the most important ideas about cougars?	Vocabulary: - Antonyms - Idioms - Prefixes en-, re-, pre-, pro Greek and Latin roots - Analogies Fluency/Decoding - Expression - Common Beginning Syllables - Intonation - Vowel + /r/ sounds - Rate to Purpose - Homophones - Compound Words - Stress - Recognizing Schwa + /r/ Grammar - Verbs - Direct and Indirect Objects - Conjuntions - Complex Sentences - Quotations -	 Cause and Effect Question Understanding Characters Visualize Persuasion Analyze/Evaluate Conclusions and Generalizations Infer/Predict Main Idea and Details Monitor/Clarify 	Basking, analyzing, juvenile, stunned, fatal, treating, calling, ordeal, marine, intensive, frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing, endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility, critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite, unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen	 Teacher asses Teacher asses Teacher asses Teacher asses Rui Benci Accer Re STAR Quizzes Running Projects Grade leant of pass 	on Tests or created asments acher rvations brics hmarks elerated cader R reader	Reading Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. 5. Analyze the

			including how specific
S	Spelling		sentences, paragraphs,
	- Vowel + /r/		and larger portions of
	- Homophones		the text relate to each
	-		other and the whole.
	- Compound Words		6. Assess how point of
_	- Final Schaw + /r/		view or purpose shapes
1			the content and style of
			a text.
V	Vriting		Integration of
	- Cause and Effect		
			Knowledge and Ideas:
	Paragraph		7. Integrate and
	- Poem		evaluate content
	- Persuasive Paragraph		presented in diverse
	- Plan a Response to		media formats,
	Literature		including visually and
			quantitatively, as well
	- Write a Response to		as in words.
	Literature		8. Delineate and
			evaluate the argument
			and specific claims in a
			text, including the
			validity of the
			reasoning as well as the
			relevance and
			sufficiency of the
			evidence.
			9. Analyze how two or
			more texts address
			similar themes or topics
			in order to build
			knowledge or to
			compare the
			approaches the authors
			take.
			Range of Reading and
			Level of Text
			Complexity:
			10. Read and
			comprehend complex
			literary and
			informational texts
			independently and
			proficiently.
			Writing
			Text Types and
			Purposes:

		1. Write arguments
		and support claims in
		an analysis of
		substantive topics or
		texts, using valid
		reasoning and relevant
		and sufficient evidence.
		2. Write
		informative/explanator
		y texts to examine and
		convey complex ideas
		and information clearly
		and accurately through
		the effective selection,
		organization, and
		analysis of content.
		3. Write narratives to
		develop real or
		imagined experiences
		or events using
		effective technique,
		well-chosen details,
		and well-structured
		event sequences.
		Production and
		Distribution of Writing:
		4. Produce clear and
		coherent writing in
		which the development,
		organization, and style
		are appropriate to task,
		purpose and audience.
		5. Develop and
		strengthen writing as
		needed by planning,
		revising, editing,
		rewriting, or trying a
		new approach.
		6. Use technology,
		including the Internet,
		to produce and publish
		writing and to interact
		and collaborate with
		others.
		Research to Build and
		Present Knowledge:

		7. Conduct short as
		well as more sustained
		research projects based
		on focused questions
		demonstrating
		understanding of the
		subject under
		investigation.
		8. Gather relevant
		information from
		multiple print and
		digital sources, assess
		the credibility and
		accuracy of each
		source, and integrate
		the information while
		avoiding plagiarism.
		9. Draw evidence from
		literary or
		informational texts to
		support analysis,
		reflection, and
		research.
		10. Write routinely
		over extend time
		frames and shorter time
		frames for a range of
		tasks, purposes, and audiences.
		Speaking and Listening
		Comprehension and
		Comprehension and Collaboration:
		1. Prepare for and
		participate effectively
		in a range of
		conversations and
		collaborations with
		diverse partners,
		building on others'
		ideas and expressing
		their own clearly and
		persuasively.
		2. Integrate and
		evaluate information
		presented in diverse
		media and formats,
		including visually,

				quantitatively and
				orally.
				3. Evaluate a speaker's
				point of view,
				reasoning and use of
				evidence and rhetoric.
				Presentation of
				Knowledge and Ideas:
				4. Present information,
				findings, and
				supporting evidence such that listeners can
				follow the line of
				reasoning and the
				organization,
				development and style
				are appropriate to task,
				purpose and audience.
				5. Make strategic use
				of digital media and
				visual displays of data
				to express information
				and enhance
				understanding of
				presentations.
				6. Adapt speech to a
				variety of contexts and
				communicative tasks,
				demonstrating
				command of formal
				English when indicated
				or appropriate.
				<u>Language</u>
				Conventions of
				Standard English:
				Demonstrate
				command of the
				conventions of standard
				English grammar and
				usage when writing or
				speaking.
				2. Demonstrate
				command of the
				conventions of standard
				English capitalization
				and punctuation, and
				spelling when writing.
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				Knowledge of
				Language:
				3. Apply knowledge of
				language to understand
				how language functions
				in different contexts, to
				make effective choices
				for meaning or style,
				and to comprehend
				more fully when
				reading or listening.
				Vocabulary Acquisition
				and Use:
				4. Determine or clarify
				the meaning of
				unknown and multiple
				meaning words and
				phrases by using
				context clues,
				analyzing meaningful
				word parts, and
				consulting general and
				specialized reference
				materials, as
				appropriate.
				5. Demonstrate
				understanding of
				figurative language,
				word relationships, and
				nuances in word
				meanings.
				6. Acquire and use
				accurately a range of general academic and
				domain-specific words
				and phrases sufficient
				for reading, writing,
				speaking, and listening
				at the college and
				career readiness level;
				demonstrate
				independence in
				gathering vocabulary
				knowledge when
				encountering an
				unknown term
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			important to comprehension or RRexpression.
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Big Idea: History is made by individuals

Content: English Language Arts		Grade: Fifth		Unit 3: Revolution! Time Frame: November 17- January 2		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	
What effect can one person have on history? How did people's opinions lead a revolution? How do individual acts of bravery shape history? What events led James Forten to fight for freedom?	Vocabulary: - Using reference sources - Using context - Thesaurus - Greek and Latin roots - Prefixes in-, im- il-, ir- Fluency/Decoding - Accuracy and self-correction - Vowel sounds in stressed syllables - Rate - Open and closed syllabled VCV pattern - Phrasing pauses - Recognizing initial and medial diagraphs	- Cause and effect - Visualize - Fact and opinion - Question - Conclusions/Ge neralizations - Analyze/evaluat e - Sequence of events - Summarize - Compare and contrast - Monitor/clarify	Cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct, benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious, legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged, persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative, mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal	Comprehension: Lesson Tests Teacher created assessments Teacher Observations Rubrics Benchmarks Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages	Reading Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas	RLL RLL RL. RI. RI. RI. RI. RI. RI. RI. RI. RI. RI

	- Expression	Writing portfolio	develop and interact	W
	- VV Syllable pattern	Thing political	over the course of a	W
How did two			text.	V
yound people's	- Intonation		Craft and Structure:	W
heroic actions	 Vowel + /l/ sounds in 		4. Interpret words and	W
differ?	unstressed final syllable	Benchmark Test 1 Nov.	phrases and they are	S
		17-18	used in a text,	S
		17-10	including determining	SI
	Grammar	Practice Test 1 Dec. 15-18	technical, connotative,	Sl
	- Subject/object pronouns	1 Hacket 168(1 266, 13 16	and figurative	\mathbf{S}
	- Verb tenses		meanings and analyze	\mathbf{S}
	- Regular/irregular verbs		how specific word	Sl
			choices shape	L
	- Active/Passive voice		meaning or tone.	L
	 Easily confused words 		5. Analyze the	L
			structure of texts,	L
			including how	L
	Spelling		specific sentences,	L
	 VCCV pattern 		paragraphs, and larger	L
	- VCV pattern		portions of the text	L
	- VCCCV pattern		relate to each other	L
	- VV pattern		and the whole.	L
	-		6. Assess how point	
	- Final schwa + /l/ sound		of view or purpose	
			shapes the content and	
-			style of a text.	
	Writing		Integration of	
	- Opinion Paragraph		Knowledge and Ideas:	
	- Problem-solution		7. Integrate and	
	composition		evaluate content	
	- Persuasive letter		presented in diverse media formats,	
	- Plan a persuasive essay		including visually and	
			quantitatively, as well	
	- Write a persuasive essay		as in words.	
			8. Delineate and	
			evaluate the argument	
			and specific claims in	
			a text, including the	
			validity of the	
			reasoning as well as	
			the relevance and	
			sufficiency of the	
			evidence.	
			9. Analyze how two	
			or more texts address	
			similar themes or	

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		topics in order to
		build knowledge or to
		compare the
		approaches the
		authors take.
		Range of Reading and
		Level of Text
		Complexity:
		10. Read and
		comprehend complex
		literary and
		informational texts
		independently and
		proficiently.
		Writing
		Text Types and
		Purposes:
		1. Write arguments
		and support claims in
		an analysis of
		substantive topics or
		substantive topics of
		texts, using valid
		reasoning and relevant
		and sufficient
		evidence.
		2. Write
		informative/explanato
		ry texts to examine
		and convey complex
		ideas and information
		clearly and accurately
		through the effective
		selection,
		organization, and
		analysis of content.
		3. Write narratives to
		develop real or
		imagined experiences
		or events using
		effective technique,
		well-chosen details,
		and well-structured
		event sequences.
		Production and
		Distribution of
		Writing:

			Produce clear and
			coherent writing in
			which the
			development,
			organization, and style
			are appropriate to
			task, purpose and
			audience
			audience.
			5. Develop and
			strengthen writing as
			needed by planning,
			revising, editing,
			rewriting, or trying a
			new approach.
			6. Use technology,
			including the Internet,
			to produce and
			publish writing and to
			interact and
			collaborate with
			others.
			Research to Build and
			Present Knowledge:
			7. Conduct short as
			well as more sustained
			research projects
			based on focused
			questions
			demonstrating
			understanding of the
			subject under
			investigation.
			8. Gather relevant
			information from
			multiple print and
			digital sources, assess
			the credibility and
			accuracy of each
			source, and integrate
			the information while
			avoiding plagiarism.
			9. Draw evidence
			from literary or
			informational texts to
			support analysis,
			reflection, and
			research.

		10. Write routinely
		over extend time
		frames and shorter
		time frames for a
		range of tasks,
		purposes, and
		audiences.
		Speaking and
		Listening
		Comprehension and
		Collaboration:
		1. Prepare for and
		participate effectively
		in a range of
		conversations and
		collaborations with
		diverse partners,
		building on others'
		ideas and expressing
		their own clearly and
		persuasively.
		2. Integrate and
		evaluate information
		presented in diverse
		media and formats,
		including visually,
		quantitatively and
		orally.
		3. Evaluate a
		speaker's point of
		view, reasoning and
		use of evidence and
		rhetoric.
		Presentation of
		Knowledge and Ideas:
		4. Present
		information, findings,
		and supporting
		evidence such that
		listeners can follow
		the line of reasoning
		and the organization,
		development and style
		are appropriate to
		task, purpose and
		audience.

		5. Make strategic use
		of digital media and
		visual displays of data
		to express information
		and enhance
		understanding of
		presentations.
		6. Adapt speech to a
		variety of contexts
		and communicative
		tasks, demonstrating
		command of formal
		English when
		indicated or
		appropriate.
		Language
		Conventions of
		Standard English:
		Demonstrate
		command of the
		conventions of
		standard English
		Standard English
		grammar and usage
		when writing or
		speaking.
		2. Demonstrate
		command of the
		conventions of
		standard English
		capitalization and
		punctuation, and
		spelling when writing.
		Knowledge of
		Language:
		3. Apply knowledge
		of language to
		understand how
		language functions in
		different contexts, to
		make effective
		choices for meaning
		or style, and to
		comprehend more
		fully when reading or
		listening.
		Vocabulary
	 	Acquisition and Use:

		4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and
		consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships,
		and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,
		writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when
-		encountering an unknown term important to comprehension or LRRexpression.

Unit 4: What's Your Story?

Content: English Language Arts

Grade: Fifth

					Time Frame: January 5-Januar	ry 30
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	
Why does an author want to tell a story? What problem does the character face? What part do facts and opinions play in a story? How do you persuade people to support your ideas? How do the beliefs of a character affect a story?	Vocabulary: - Word orgins - Using reference sources: dictionary, glossary, thesaurus - Analogies - Greek/Latin suffixes: -ism, -ist, -able, -ible - idioms Fluency/Decoding - rate - word parts and inflectional endings - intonation - recognizing common word parts - phrasing punctuation - recognizing suffixes - stress - accuracy - stress in 3 syllable words Grammar - Adjectives - Adverbs	- Author's purpose - Monitor/clarify - Story structure - Infer/predict - Fact/opinion - Analyze/evaluate - Persuasion - Summarize - Understanding characters - Question	Record, mental, launch, assuming, episodes, developed, feature, incredibly, villians, thumbed, impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment, career, publication, household, edition, required, formula, background, insights, uneventful, destruction, issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum, antique, plagued, pierced, thrust, transformed, quests, noble, ignorance, faithful, exploits	Comprehension: Lesson Tests Teacher created assessments Teacher Observatio ns Rubrics Benchmark s Accelerated Reader STAR reader Quizzes Running Records Projects Grade level texts and fluency passages Writing portfolio	Reading Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity:	W. W. W. W. W. W. W. SL SL SL SL SL L.5

- Prepositions and	10. Read and comprehend complex L.
prepositional	literary and informational texts
phrases	independently and proficiently.
- Contactions	Writing
-	Text Types and Purposes:
	1. Write arguments and support claims
Spelling	in an analysis of substantive topics or
	texts, using valid reasoning and relevant
	and sufficient evidence.
	2. Write informative/explanatory texts
	to examine and convey complex ideas
-ness, -less, -ment	and information clearly and accurately
- Words from other	through the effective selection, organization, and analysis of content.
languages	3. Write narratives to develop real or
	imagined experiences or events using
	effective technique, well-chosen details,
Writing	and well-structured event sequences.
- Friendly letter	Production and Distribution of Writing:
	4. Produce clear and coherent writing
C.I.M. W.V.	in which the development, organization,
description	and style are appropriate to task,
- Personal narrative	purpose and audience.
- Plan a personal	5. Develop and strengthen writing as
	needed by planning, revising, editing,
- Write a personal	rewriting, or trying a new approach.
narrative	6. Use technology, including the
	Internet, to produce and publish writing
	and to interact and collaborate with
	others.
	Research to Build and Present
	Knowledge:
	7. Conduct short as well as more
	sustained research projects based on
	focused questions demonstrating understanding of the subject under
	investigation.
	8. Gather relevant information from
	multiple print and digital sources, assess
	the credibility and accuracy of each
	source, and integrate the information
	while avoiding plagiarism.
	9. Draw evidence from literary or
	informational texts to support analysis,
	reflection, and research.

		10. Write routinely over extend time
		frames and shorter time frames for a
		range of tasks, purposes, and audiences.
		Speaking and Listening
		Comprehension and Collaboration:
		Prepare for and participate
		effectively in a range of conversations
		and collaborations with diverse partners,
		building on others' ideas and expressing
		their own clearly and persuasively.
		2. Integrate and evaluate information
		presented in diverse media and formats,
		including visually, quantitatively and
		orally.
		3. Evaluate a speaker's point of view,
		reasoning and use of evidence and
		rhetoric.
		Presentation of Knowledge and Ideas:
		4. Present information, findings, and
		supporting evidence such that listeners
		can follow the line of reasoning and the
		organization, development and style are
		appropriate to task, purpose and audience.
		5. Make strategic use of digital media
		and visual displays of data to express
		information and enhance understanding
		of presentations.
		6. Adapt speech to a variety of contexts
		and communicative tasks,
		demonstrating command of formal
		English when indicated or appropriate.
		Language
		Conventions of Standard English:
		1. Demonstrate command of the
		conventions of standard English
		grammar and usage when writing or
		speaking.
		2. Demonstrate command of the
		conventions of standard English
		capitalization and punctuation, and
		spelling when writing.
		Knowledge of Language:
		3. Apply knowledge of language to
		understand how language functions in
		different contexts, to make effective
		choices for meaning or style, and to

		-			comprehend more fully when reading or listening. Vocabulary Acquisition and Use: 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or LRRexpression.
Big Idea: Our cou	ntry is always changing				
Content: E	inglish Language Arts	Grade: Fifth			Unit 5: Under Western Skies Time Frame: February 2-March (
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards
What events take the children	Vocabulary: - Synonyms - Using reference sources	 Sequence of events Visualize Theme Infer/predict 	Undoubtedly, salvation, shuffled, stunted, evident, pace,	Comprehension: Lesson TestsTeacher created assessments	Reading Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make

seep, vain,

mirages, factor,

reasoned,

margins, envy, upright, bared,

Benchmarks

Rubrics

Teacher Observations

0

RI.

RI.

RI.

RI.

logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Infer/predict

Summarize

Cause and effect

Main ideas and details

changing land?

across a

Word families

Using context

Analogies

How does		- Analyze/evaluate	spared, nerve,	Accelerated Reader	2. Determine central ideas or	RI.
knowing the	Fluency/Decoding	- Author's purpose	banish,	STAR reader	themes of a text and analyze their	RI.
right actions	- Pauses	- Monitor/clarify	astonished,		development; summarize the key	RI.
change events?	 Common final 	iviointoi/ciariry	deserted,	Quizzes	supporting details and ideas.	RI.
	syllable		extending,	Running Records	3. Analyze how and why	RI.
	- Rate		dominated,	Truming Troots as	individuals, events, and ideas	0
Which ideas			residents,	Projects	develop and interact over the	RF
about vaqueros	- Expression		flourished,	Grade level texts and	course of a text.	a
show how	- Unstressed		acquainted,		Craft and Structure:	RF
America	syllables		prospered,	fluency passages	4. Interpret words and phrases and	a
changed?	- Accuracy and		hostile,	 Writing portfolio 	they are used in a text, including	RF
	self-correction		acknowledged,		determining technical, connotative,	b
			sprawling,		and figurative meanings and	RF
Why does a	 Simple prefixes 		decline, rustling,		analyze how specific word choices	c
pioneer traveler	- Punctuation		balked, lectured,		shape meaning or tone.	W.
record events in	- Constant		disadvantage,		5. Analyze the structure of texts,	W.
a journal?	alternation		quaking beacon,	D 1 1 H E 1 0 10	including how specific sentences,	W.
			mishap, surged,	Benchmark II Feb. 9-10	paragraphs, and larger portions of the text relate to each other and the	W.
How does the			torment, fared,	Described Total 2 Mars 1 4	whole.	W.
author feel about	Grammar		expedition, barrier, despite,	Practice Test 2 Mar. 1-4	6. Assess how point of view or	W.
Lewis and	 Verb: be and have 		fulfilled, range,		purpose shapes the content and	W.
Clark?	- Perfect tenses		techniques,		style of a text.	w.
Clark:	- Transitions		resumed, edible,		Integration of Knowledge and	w.
			tributaries, trek		Ideas:	SL
	- Making		uno attantes, tren		7. Integrate and evaluate content	a
	comparisons				presented in diverse media formats,	SL
	 Proper mechanics 				including visually and	b
					quantitatively, as well as in words.	SL
					8. Delineate and evaluate the	c
	Spelling				argument and specific claims in a	SL
	- Final consonants				text, including the validity of the	d
	- Unstressed				reasoning as well as the relevance	SL
	syllables				and sufficiency of the evidence.	SL
	,				9. Analyze how two or more texts	SL
	- Prefixes: in-, un-,				address similar themes or topics in	L.5
	dis-, mis-				order to build knowledge or to	L.5
	- Suffix: -ion				compare the approaches the	L.5
					authors take.	L.5
					Range of Reading and Level of	L.5
	Writing				Text Complexity:	L.5
	- Procedural				10. Read and comprehend	L.5
-	paragraph				complex literary and informational	L.5
	- Compare-contrast				texts independently and proficiently.	L.5 L.5
	paragraph				Writing	L.3
	paragrapii				Text Types and Purposes:	
			<u> </u>	I .	Text Types and I diposes.	

	- Cause and effect	1. Write arguments and support
		claims in an analysis of substantive
	paragraph	topics or texts, using valid
	- Plan a research	reasoning and relevant and
	report	sufficient evidence.
	- Write a research	2. Write informative/explanatory
	report	texts to examine and convey
	Toport	complex ideas and information
		clearly and accurately through the
		effective selection, organization,
		and analysis of content.
		3. Write narratives to develop real
		or imagined experiences or events
		using effective technique,
		well-chosen details, and
		well-structured event sequences.
		Production and Distribution of
		Writing:
		4. Produce clear and coherent
		writing in which the development,
		organization, and style are
		appropriate to task, purpose and
		audience.
		5. Develop and strengthen writing
		as needed by planning, revising,
		editing, rewriting, or trying a new
		approach.
		6. Use technology, including the
		Internet, to produce and publish
		writing and to interact and
		collaborate with others.
		Research to Build and Present
		Knowledge: 7. Conduct short as well as more
		sustained research projects based
		on focused questions
		demonstrating understanding of the
		subject under investigation.
		8. Gather relevant information
		from multiple print and digital
		sources, assess the credibility and
		accuracy of each source, and
		integrate the information while
		avoiding plagiarism.
		9. Draw evidence from literary or
		informational texts to support
		analysis, reflection, and research.
L		anarysis, reflection, and research.

		10. Write routinely over extend
		time frames and shorter time
		frames for a range of tasks,
		purposes, and audiences.
		Speaking and Listening
		Comprehension and Collaboration:
		Prepare for and participate
		effectively in a range of
		conversations and collaborations
		with diverse partners, building on
		others' ideas and expressing their
		own clearly and persuasively.
		2. Integrate and evaluate
		information presented in diverse
		media and formats, including
		visually, quantitatively and orally.
		3. Evaluate a speaker's point of
		view, reasoning and use of
		evidence and rhetoric.
		Presentation of Knowledge and
		Ideas:
		4. Present information, findings,
		and supporting evidence such that
		listeners can follow the line of
		reasoning and the organization,
		development and style are
		appropriate to task, purpose and
		audience.
		5. Make strategic use of digital
		media and visual displays of data
		to express information and enhance
		understanding of presentations.
		6. Adapt speech to a variety of
		contexts and communicative tasks,
		demonstrating command of formal
		English when indicated or
		appropriate.
		Language
		Conventions of Standard English:
		1. Demonstrate command of the
		conventions of standard English
		grammar and usage when writing
		or speaking.
		2. Demonstrate command of the
		conventions of standard English
		capitalization and punctuation, and
		spelling when writing.

			3. to fit mm mm control of the state of the	Apply knowledge of language of understand how language understand how language unctions in different contexts, to take effective choices for leaning or style, and to comprehend more fully when reading or listening. To cabulary Acquisition and Use: Determine or clarify the leaning of unknown and multiple leaning words and phrases by sing context clues, analyzing leaningful word parts, and consulting general and specialized efference materials, as appropriate. Demonstrate understanding of gurative language, word leanings. Acquire and use accurately a leaning of general academic and comain-specific words and phrases afficient for reading, writing, leaking, and listening at the college and career readiness level; lemonstrate independence in leathering vocabulary knowledge then encountering an unknown learn important to comprehension of Rexepression.
Big Idea: Discovery takes many paths				
				<u>, </u>
Content: English Language Arts	Grade: Fifth			Unit 6: Journey to Discovery Time Frame: March 9-April 24
Essential Content Questions	Skills	Key Terms	Assessment	College CCCS and

	Vocabulary:	- Text and graphic features	Disturbing,	Comprehension:	Career Readines s Standard s	RL.5.4	26
How do graphics and captions	- Multiple meaning words	VisualizeTheme	struggled, function, flawed, gradually,	Lesson TestsTeacher created	Key Ideas and	RL.5.7 RL.5.9 RL.5.10	27
help show the paths animals	SuffixesIdioms	Analyze/evaluateFact/opinion	scanned, identical,	assessmentsTeacher Observations	Details: 1. Read	RI.5.1 RI.5.1	28
take?	 Greek and Latin roots 	 Question Conclusions/generalizations	routine, gorgeous,	RubricsBenchmarks	closely to	RI.5.3 RI.5.4	29
What lessons can be learned from other	- Word origins	Infer/predictTopic/main idea and details	sweeping, stunned, analyzing,	Accelerated ReaderSTAR reader	determin e what the text	RI.5.6 RI.5.7 RI.5.8	30 Ma
cultures?	Fluency/Decoding - pauses	- Summarize	ordeal, checking, adapted,	Quizzes • Running Records	says explicitl	RI.5.9 RI.5.10 RF.5.3a	No
What facts and opinions have people	- Prefixes and word roots		conserving, critical, realization,	Projects	y and to make logical	RF.5.3a RF.5.4a RF.5.4b	No
assembled about fossils?	- Adjust rate to purpose		available, resemble, viewpoint,	Grade level texts and fluency passagesWriting portfolio	inference s from it; cite	RF.5.4c W.5.1a W.5.1b	
How do people	ExpressionGreek word roots		surveyed, advantages,	• writing portiono	specific textual	W.5.1c W.5.1d	
sort through information to reach conclusions?	 Stress Latin word roots Accuracy VCV, VCCV, and VCCCV syllable patterns 		previously, legendary, retreat, persuade, aspects, rural, organize, record, incredible, destination,	Spring Break 3/25-4/1	evidence when writing or speaking to support	W.5.4 W.5.5 W.5.7 W.5.8 W.5.9a W.5.10 SL.5.1a	
Which details help to explain the important ideas about	Grammar - Possessive nouns - Titles and		suspense, required, insights, dependent, effective,		conclusi ons drawn from the text.	SL:5.1a SL:5.1b SL:5.1c SL:5.1d SL:5.2 SL:5.4	
mazes and paths?	abbreviations - Commas in		plagued, noble, undoubtedly, pace, reasoned,		2. Determi	SL.5.6 L.5.1a L.5.1c	
	sentences - Punctuation		nerve, disadvantage, extending,		ideas or themes	L.5.2e L.5.3b L.5.4a	
	Spelling		residents, balked, techniques, barrier		of a text and analyze	L.5.4c L.5.4c L.5.5b	

- Word parts com- con- pro- con- pro- con- pro- Sulfixes: -antent., -able, -ible, -ism, -st - Greek word parts - Latin word roots - Other language words - Writing - Poem - Journal entry - Summary - Prewrite- multigenre collage - Draft, revise, edit, publish: multigenre collage - Trevise, cold, publish: - Tre						
con-, pre-, Pro- Suffixes - unf, -em sble, - lble, -ism, - ist -em sble, - lble, -ism, - ist - Greek word parts - Lain word roots - Other language words - Writing - Poem - Journal entry - Summary - Prewrite- multigence collage - Draft, revise, enft, publish: multigence collage - Interpret - Writing - Prewrite- multigence collage - Draft, revise, enft, publish: multigence collage - L.56		- Word parts: com-,		their	L.5.5c	
- Suffices - and, - ont, -able, - labe, - labe				develop	L.5.6	
-ent. able, able, able, dish, sist is devisin, sist is devisin, sist is devisin, sist is decreased in a least, sist is decreased in a least, and by a support in a summan in a least, includin a least a lea				ment;		
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		planning,	
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		Research	
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		7.	
		Conduct	
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		9. Draw	
		evidence	
		from	
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		informati	
		onal	
		texts to	
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		analysis,	
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		n, and	
		research.	
		10.	
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