



	<ul style="list-style-type: none"> <li>- Vowel sounds ou, oi, o</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Narrative paragraph</li> <li>- Descriptive composition</li> <li>- Dialogue</li> <li>- Prewrite: fictional narrative</li> <li>- Draft, revise, edit, publish: fictional narrative</li> </ul>				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen</p>
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					<p>details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of</p>
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					<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>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.</li><li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li><li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li></ol> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</li></ol>
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					<p>Knowledge of Language:</p> <p>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.</p> <p>Vocabulary Acquisition and Use:</p> <p>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.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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 RReexpression.</p>
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<b>Big Idea: Nature Deserves Our Respect</b>					
<i>Content: English Language Arts</i>		<i>Grade: Fifth</i>			<i>Unit 2: Wild Encounters</i> <i>Time Frame: October 15 – November</i>
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards
<p>What effect can one person have on a stranded sea turtle?</p> <p>Can nature bring out the best in a character?</p> <p>What persuades us to protect the environment?</p> <p>What conclusions can we draw about seas?</p> <p>What are the most important ideas about cougars?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- Antonyms</li> <li>- Idioms</li> <li>- Prefixes en-, re-, pre-, pro-</li> <li>- Greek and Latin roots</li> <li>- Analogies</li> </ul> <p>Fluency/Decoding</p> <ul style="list-style-type: none"> <li>- Expression</li> <li>- Common Beginning Syllables</li> <li>- Intonation</li> <li>- Vowel + /r/ sounds</li> <li>- Rate to Purpose</li> <li>- Homophones</li> <li>- Compound Words</li> <li>- Stress</li> <li>- Recognizing Schwa + /r/</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Verbs</li> <li>- Direct and Indirect Objects</li> <li>- Conjunctions</li> <li>- Complex Sentences</li> <li>- Quotations</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Cause and Effect</li> <li>- Question</li> <li>- Understanding Characters</li> <li>- Visualize</li> <li>- Persuasion</li> <li>- Analyze/Evaluate</li> <li>- Conclusions and Generalizations</li> <li>- Infer/Predict</li> <li>- Main Idea and Details</li> <li>- Monitor/Clarify</li> </ul>	<p>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</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>● Lesson Tests</li> <li>● Teacher created assessments</li> <li>● Teacher Observations</li> <li>● Rubrics</li> <li>● Benchmarks</li> <li>● Accelerated Reader</li> <li>● STAR reader</li> </ul> <p>Quizzes</p> <ul style="list-style-type: none"> <li>● Running Records</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>● Grade level texts and fluency passages</li> <li>● Writing portfolio</li> </ul>	<p><u>Reading</u></p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p>Craft and Structure:</p> <ol style="list-style-type: none"> <li>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.</li> <li>5. Analyze the structure of texts,</li> </ol>

	<p>Spelling</p> <ul style="list-style-type: none"> <li>- Vowel + /r/</li> <li>- Homophones</li> <li>- Compound Words</li> <li>- Final Schaw + /r/</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Cause and Effect Paragraph</li> <li>- Poem</li> <li>- Persuasive Paragraph</li> <li>- Plan a Response to Literature</li> <li>- Write a Response to Literature</li> </ul>				<p>including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Text Types and Purposes:</p>
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					<p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p>
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					<p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration:</p> <p>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.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually,</p>
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					<p>quantitatively and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas:</p> <p>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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p>
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					<p>topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"><li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>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.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ol> <p>Production and Distribution of Writing:</p>
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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					<p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>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.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>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.</li></ol>
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**Big Idea: Everyone has a story to tell**



-	<ul style="list-style-type: none"> <li>- Prepositions and prepositional phrases</li> <li>- Conactions</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>- -ed and -ing</li> <li>- Final y to i</li> <li>- Suffixes: -ful, -ly, -ness, -less, -ment</li> <li>- Words from other languages</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Friendly letter</li> <li>- Character description</li> <li>- Personal narrative</li> <li>- Plan a personal narrative</li> <li>- Write a personal narrative</li> </ul>				<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"> <li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>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.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol> <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol> <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</li> <li>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.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>	L.5
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**Big Idea: Our country is always changing**

<i>Content: English Language Arts</i>		<i>Grade: Fifth</i>			<i>Unit 5: Under Western Skies Time Frame: February 2-March 6</i>	
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CC
What events take the children across a changing land?	Vocabulary: - Synonyms - Using reference sources - Word families - Using context - Analogies	- Sequence of events - Visualize - Theme - Infer/predict - Main ideas and details - Summarize - Cause and effect	Undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor, reasoned, margins, envy, upright, bared,	Comprehension: ● Lesson Tests ● Teacher created assessments ● Teacher Observations ● Rubrics ● Benchmarks	<u>Reading</u> 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.	RL RL RL 0 RI. RI. RI. RI.



	<ul style="list-style-type: none"> <li>- Cause and effect paragraph</li> <li>- Plan a research report</li> <li>- Write a research report</li> </ul>				<ol style="list-style-type: none"> <li>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>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.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol> <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol> <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</li> <li>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.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>
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					<p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"><li>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.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li><li>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</li></ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"><li>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.</li><li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li><li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li></ol> <p><u>Language</u></p> <p>Conventions of Standard English:</p> <ol style="list-style-type: none"><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</li></ol>
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					<p>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.</p> <p>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.</p>
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<b>Big Idea: Discovery takes many paths</b>						
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<i>Content: English Language Arts</i>		<i>Grade: Fifth</i>			<i>Unit 6: Journey to Discovery</i> <i>Time Frame: March 9-April 24</i>	
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Essential Questions	Content	Skills	Key Terms	Assessment	College and	CCCS
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					Career Readiness Standards		
<p>How do graphics and captions help show the paths animals take?</p> <p>What lessons can be learned from other cultures?</p> <p>What facts and opinions have people assembled about fossils?</p> <p>How do people sort through information to reach conclusions?</p> <p>Which details help to explain the important ideas about mazes and paths?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- Multiple meaning words</li> <li>- Suffixes</li> <li>- Idioms</li> <li>- Greek and Latin roots</li> <li>- Word origins</li> </ul> <p>Fluency/Decoding</p> <ul style="list-style-type: none"> <li>- pauses</li> <li>- Prefixes and word roots</li> <li>- Adjust rate to purpose</li> <li>- Expression</li> <li>- Greek word roots</li> <li>- Stress</li> <li>- Latin word roots</li> <li>- Accuracy</li> <li>- VCV, VCCV, and VCCCV syllable patterns</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Possessive nouns</li> <li>- Titles and abbreviations</li> <li>- Commas in sentences</li> <li>- Punctuation</li> </ul> <p>Spelling</p>	<ul style="list-style-type: none"> <li>- Text and graphic features</li> <li>- Visualize</li> <li>- Theme</li> <li>- Analyze/evaluate</li> <li>- Fact/opinion</li> <li>- Question</li> <li>- Conclusions/generalizations</li> <li>- Infer/predict</li> <li>- Topic/main idea and details</li> <li>- Summarize</li> </ul>	<p>Disturbing, struggled, function, flawed, gradually, scanned, identical, routine, gorgeous, sweeping, stunned, analyzing, ordeal, checking, adapted, conserving, critical, realization, available, resemble, viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize, record, incredible, destination, suspense, required, insights, dependent, effective, plagued, noble, undoubtedly, pace, reasoned, nerve, disadvantage, extending, residents, balked, techniques, barrier</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>● Lesson Tests</li> <li>● Teacher created assessments</li> <li>● Teacher Observations</li> <li>● Rubrics</li> <li>● Benchmarks</li> <li>● Accelerated Reader</li> <li>● STAR reader</li> </ul> <p>Quizzes</p> <ul style="list-style-type: none"> <li>● Running Records</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>● Grade level texts and fluency passages</li> <li>● Writing portfolio</li> </ul> <p style="text-align: center;"><b>Spring Break</b> 3/25-4/1</p>	<p><u>Reading</u></p> <p>Key Ideas and Details:</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze</p>	<p><b>RL.5.4</b> <b>RL.5.7</b> <b>RL.5.9</b> <b>RL.5.10</b> <b>RI.5.1</b> <b>RI.5.1</b> <b>RI.5.3</b> <b>RI.5.4</b> <b>RI.5.6</b> <b>RI.5.7</b> <b>RI.5.8</b> <b>RI.5.9</b> <b>RI.5.10</b> <b>RF.5.3a</b> <b>RF.5.4a</b> <b>RF.5.4b</b> <b>RF.5.4c</b> <b>W.5.1a</b> <b>W.5.1b</b> <b>W.5.1c</b> <b>W.5.1d</b> <b>W.5.4</b> <b>W.5.5</b> <b>W.5.7</b> <b>W.5.8</b> <b>W.5.9a</b> <b>W.5.10</b> <b>SL.5.1a</b> <b>SL.5.1b</b> <b>SL.5.1c</b> <b>SL.5.1d</b> <b>SL.5.2</b> <b>SL.5.4</b> <b>SL.5.6</b> <b>L.5.1a</b> <b>L.5.1c</b> <b>L.5.2e</b> <b>L.5.3b</b> <b>L.5.4a</b> <b>L.5.4c</b> <b>L.5.4c</b> <b>L.5.5b</b></p>	<p>26.</p> <p>27.</p> <p>28.</p> <p>29.</p> <p>30.</p> <p>Ma</p> <p>Nov</p>

	<ul style="list-style-type: none"> <li>- Word parts: com-, con-, pre-, Pro-</li> <li>- Suffixes: -ant, -ent, -able, -ible, -ism, -ist</li> <li>- Greek word parts</li> <li>- Latin word roots</li> <li>- Other language words</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Poem</li> <li>- Journal entry</li> <li>- Summary</li> <li>- Prewrite-multigenre collage</li> <li>- Draft, revise, edit, publish: multigenre collage</li> </ul>				<p>their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure :</p> <p>4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meaning</p>	<p><b>L.5.5c</b> <b>L.5.6</b></p>
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					<p>s and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p>		
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					<p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>9. Analyze how two or more texts address</p>	
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					<p>similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity: 10.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p>Text Types and Purposes :</p> <p>1. Write arguments and support claims in an analysis</p>	
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					<p>of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>3. Write narratives to develop real or imagined experien</p>	
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					<p>ces or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by</p>		
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					<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understand</p>	
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					<p>ending of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over</p>	
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					<p>extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration:</p> <p>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</p>	
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					<p>persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>Presentations of Knowledge and Ideas:</p> <p>4. Present information, findings, and supporting evidence such that</p>	
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					<p>listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstr</p>	
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					<p>ating command of formal English when indicated or appropriate. <u>Language</u> 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</p>	
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					<p>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</p>		
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					<p>meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and</p>		
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					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 LR expression.		
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