

Subject: ELA
Grade: 5
Unit: 1
Duration: 9 weeks

Essential Question(s):
 How does creativity change the world?
 Why and how do we play with language?

Vocabulary:
 Biography
 Character Development
 Fiction
 Nonfiction
 Narratives
 Figurative Language
 Poetry

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Assessment
Reading Literary Text	RL: Key Ideas & Details: 1-3 RL: Craft & Structure: 4-6 RL: Integration of Knowledge & Ideas: 7 & 9 R: FS: Phonics & Word Recognition: 3 a R: FS: F:: 4 a & c	I can: Use direct evidence from a text to explain and draw inferences. Use specific details to determine the theme of a text Summarize text. Use specific details from a text to compare and contrast characters, settings, or events. Determine the meaning of figurative language. Figure out the meaning of words and phrases such as metaphors and similes in a text. Explain the importance of chapters, scenes, and stanzas in a text. Describe how the point of view affects a story. Analyze graphics or images and determine what they add to a text. Compare and contrast themes and topics in stories from the same genre. Knowledge of letter sounds, syllables, and word parts to read unfamiliar words. Read with purpose and	<u>Whipping Boy</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader's Response Notebooks (discuss elements of plot) Similes in novel <u>James & Giant Peach</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader's Response Notebooks (discuss elements of plot) Discuss aspects of an adventure story	Chapter tests with multiple choice, short answer, and extended response Reader's Response Notebook Check Vocabulary Quizzes Similes will be assessed with figurative language.

		<p>understanding. Use context clues and reread text to read and understand unfamiliar words.</p>		
<p>Reading Informational Text</p>	<p>RL: Key Ideas & Details: 1-3 RL: Craft & Structure: 4-6 RL: Integration of Knowledge & Ideas: 7-9 R: FS: Phonics & Word Recognition: 3 a R: FS: Fluency: 4 a & c</p>	<p>I can: Use direct evidence from a text to explain and draw inferences. Determine the main idea and details of a text. Summarize text. Explain how people, events, ideas, or concepts are connected in a historical, scientific, or technical text. Determine the meaning of words and phrases in informational text. Compare and Contrast the organizational structures in different texts. Identify and compare and contrast different accounts of the same event or topic. Quickly find evidence in the text to support my thinking when answering questions solving or problem. Find evidence form the text to support what the author believes or wants me to believe about a certain topic or event.</p>	<p><u>Biography- Who is _____ ?</u> Read biography, fill in research sheet, complete research posters <u>Voyager (Short story in Explore Book)</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing chapters Reader's Response Notebooks Summarize and present one section of the story Research moons</p>	<p><u>Biography- Who is _____ ?</u> Completed data sheets & posters, presentations <u>Voyager (Short story in Explore Book)</u> Chapter tests with multiple choice, short answer, and extended response Reader's Response Notebook Check Vocabulary Quizzes KWL Charts</p>

		<p>Use information from different texts to write or talk about subjects.</p> <p>Knowledge of letter sounds, syllables, and word parts to read unfamiliar words.</p> <p>Read with purpose and understanding.</p> <p>Use context clues and reread text to read and understand unfamiliar words.</p>		
Writing	<p><u>Biography- Who is _____ ?</u> W:Text Types & Purposes: 2 a-e W: Production & Distribution of Writing: 4 W: Research to Build & Present Knowledge: 7-8 <u>Poetry</u> R: FS: Fluency: 4b L: Vocabulary Acquisition & Use: 5 a & b <u>All About Me Newspaper</u> W: Text Types & Purposes: 3</p>	<p>I can:</p> <p>Write an informational text.</p> <p>Organize my writing and use text features to help readers better understand a topic.</p> <p>Use specific information such as facts, definitions, and details to support a topic.</p> <p>Use words, phrases, and clauses to connect ideas throughout my writing.</p> <p>Use specific words related to the topic to support my writing.</p> <p>Write a conclusion related to the topic.</p> <p>Consider the purpose and audience when writing.</p> <p>Research different aspects of a topic using several sources.</p>	<p><u>Biography- Who is _____ ?</u> Read biography, fill in research sheet, complete research posters <u>Poetry & Figurative Language</u> Introduce types of poetry and write a select group of those types of poetry Introduce types of figurative languages and create/illustrate types of figurative language <u>All About Me Newspaper</u> Use the writing process to complete newspaper <u>Animal Skits</u> Use the writing process and elements of plot to</p>	<p><u>Biography- Who is _____ ?</u> Completed data sheets & posters, presentations, rubric <u>Poetry & Figurative Language</u> Poetry folders with completed poems Student created example of figurative language Figurative language unit test <u>All About Me Newspaper</u> Rough Drafts, Completed newspaper, rubrics <u>Animals Skits</u> Rough Drafts, Rubric</p>

	<p><u>Animal Skits</u> W: Text Types & Purposes: 3 a-e</p>	<p>Gather and summarize information and provide sources. Read aloud with accuracy, fluency, and expression. Understand figurative language, word relationships, and nuances in word meanings. Interpret figurative language in a text. Recognize and explain idioms, adages, and proverbs. Write a narrative. Establish a situation, introduce characters and a narrator, and organize events in a story. Use narrative techniques to enhance the vents and characters in a story. Use transitional words, phrases, and clauses to help the events in story flow. Use descriptive words and details to help readers better understand a story. Write a conclusion that completes a story.</p>	<p>write an Animal Skit similar to James & Giant Peach</p>	

<p>Speaking & Listening</p>	<p>S & L: Comprehension & Collaboration: 1 a-d, 2-6 *these skills incorporated activities throughout the nine weeks</p>	<p>I can: Participate collaboratively in a variety of discussions. Prepare for discussions and use the information to explore and discuss a topic. Follow the rules and carry out my role in discussions. Ask and answer questions, and make comments that support discussion. Summarize a discussion and draw conclusions from key ideas, information, and knowledge gained from it. Summarize information presented in a variety of ways. Summarize and explain the evidence for points that a speaker makes</p>	<p>Small group discussion, whole group discussions, roles in groups, creating performances, presenting, using multimedia</p>	<p>Observation</p>
<p>Language</p>	<p><u>Daily Language</u> L: Conventions of Standards English 1 a-e, 2 a-e <u>Spelling</u> L: Conventions of Standards English 2e <u>Prefixes & Suffixes</u> L: Vocabulary Acquisition: 4 b <u>British Words (James</u></p>	<p>I can: Use grammar correctly in my writing and speaking. Understand when and where to use conjunctions, prepositions, and interjections. Form and use the perfect verb tenses. Use verb tense to convey various conditions. Recognize and correct</p>	<p><u>Daily Language</u> Displayed each day as morning work <u>Spelling</u> Introduce words, Get to 30 menu <u>Prefixes & Suffixes</u> Go over meanings and origin of prefixes and suffixes, word work <u>British Words (James and</u></p>	<p><u>Daily Language</u> Observation of completion, whole class discussion of the answers <u>Spelling</u> Get to 30 weekly check, weekly spelling test with definitions <u>Prefixes & Suffixes</u> Quiz and observation of word work</p>

	<p><u>and the Giant Peach)</u> L: Knowledge of Language: 3 b <u>Types of Sentence</u> L: Knowledge of Language: 3 a</p>	<p>inappropriate shifts in verb tense and aspects. Use correlative conjunctions such as either/or and neither/nor. Use capitalization, punctuation, and spelling correctly when writing. Use punctuation to separate items in a series. Use commas correctly in the beginning of sentences. Use commas when setting off introductory words or phrases in a sentence. Use appropriate punctuation when writing titles of works. Spell words correctly. Use reference materials when I need help spelling a word. Use affixes and roots to understand unfamiliar words. Compare and contrast varieties of English in written works. Create sentences to convey various meanings.</p>	<p><u>the Giant Peach)</u> Match up English words with British words <u>Types of Sentences</u> Notes, covered in daily language, writing specific amount of sentence types</p>	<p><u>British Words (James and the Giant Peach)</u> Observation of small groups <u>Types of Sentences</u> Quiz, writing samples</p>
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*STAR Reading Test and OAA Baseline test will be used within the first nine weeks.