

**Subject:** ELA  
**Grade:** 5  
**Unit:** 2  
**Duration:** 9 weeks

**Essential Question(s):**  
 How do your choices mirror someone you view as a role model?

**Vocabulary:**  
 Types of Genre  
 Prepositions  
 Elements of Plot  
 Context Clues  
 Dialogue

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Assessment
<b>Reading Literary Text</b>	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>Meeting Mrs. Pierce</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader's Response Notebooks (discuss elements of plot) Discussion cards Reader's Theater *Fact and Opinion <u>Midnight Magic</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader's Response Notebooks (discuss elements of plot) Elements of Plot Foldable Letter to character *types of genre	Chapter tests with multiple choice, short answer, and extended response Reader's Response Notebook Check Vocabulary Quizzes Observation KWL Charts

		<p>understanding. Use context clues and reread text to read and understand unfamiliar words.</p>		
<p><b>Reading Informational Text</b></p>	<p>RL: Key Ideas &amp; Details: 1-3 RL: Craft &amp; Structure: 4-6 RL: Integration of Knowledge &amp; Ideas: 7-9 R: FS: Phonics &amp; Word Recognition: 3 a R: FS: Fluency: 4 a &amp; 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 a problem. Find evidence form the text to support what the author believes or wants me to believe about a</p>	<p><u>Algonquin's</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader's Response Notebooks Retell Chart Native American Graphic Organizer *Fact and Opinion Book Web Sequence Events</p>	<p>Chapter tests with multiple choice, short answer, and extended response Reader's Response Notebook Check Vocabulary Quizzes KWL Charts Algonquin packet</p>

		<p>certain topic or event.          Use information from different texts to write or talk about subjects.          Knowledge of letter sounds, syllables, and word parts to read unfamiliar words.          Read with purpose and understanding.          Use context clues and reread text to read and understand unfamiliar words.</p>		
<b>Writing</b>	<p><u>Mini Research-Indian baskets &amp; Origin of state names</u>          W:Text Types &amp; Purposes: 2 a-e          W: Production &amp; Distribution of Writing: 4          W: Research to Build &amp; Present Knowledge: 7-8  <u>Midnight Magic</u>          W: Text Types &amp; Purposes: 3 a-e  <u>Christmas Research Project</u>          W:Text Types &amp; Purposes: 2 a-e</p>	<p>I can:          Write an informational text.          Organize my writing and use text features to help readers better understand a topic.          Use specific information such as facts, definitions, and details to support a topic.          Use words, phrases, and clauses to connect ideas throughout my writing.          Use specific words related to the topic to support my writing.          Write a conclusion related to the topic.          Consider the purpose and audience when writing.          Plan, revise, and edit my writing.</p>	<p><u>Mini Research-Indian baskets &amp; Origin of state names</u>          Give specific websites to research, discuss research process, good vs. bad websites  <u>Midnight Magic</u>          Discus types of genre, discuss plot of Midnight Magic, write a short story with historical fiction plot  <u>Christmas Research Project</u>          Use the research process to research a Christmas song, fill in data sheet, make rough draft, type</p>	<p><u>Mini Research-Indian baskets &amp; Origin of state names</u>          Observation and presentation  <u>Midnight Magic</u>          Observation and presentation  <u>Christmas Research Project</u>          Rubric, rough draft, observation, presentation</p>

	<p>W: Production &amp; Distribution of Writing: 4-6</p> <p>W: Research to Build &amp; Present Knowledge: 7-8</p>	<p>Rewrite or try a different approach if needed.</p> <p>Use technology to create, publish, and show my writing.</p> <p>Research different aspects of a topic using several sources.</p> <p>Gather and summarize information and provide sources.</p> <p>Write a narrative.</p> <p>Establish a situation, introduce characters and a narrator, and organize events in a story.</p> <p>Use narrative techniques to enhance the vents and characters in a story.</p> <p>Use transitional words, phrases, and clauses to help the events in story flow.</p> <p>Use descriptive words and details to help readers better understand a story.</p> <p>Write a conclusion that completes a story.</p>	<p>final draft, create poster for presentation, present</p>	

<b>Speaking &amp; Listening</b>	<p>S &amp; L: Comprehension &amp; 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>
<b>Language</b>	<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>Meeting Mrs. Pierce</u> L: Vocabulary Acquisition: 4 a <u>Prepositions</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>Meeting Mrs. Pierce</u> Smart board games and reading selections (Secret Garden) to figure out word meanings</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>Meeting Mrs. Pierce</u> Secret Garden selection <u>Prepositions</u></p>

	<p>L: Conventions of Standards English 1 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 begging 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 context clues to understand an unfamiliar word or phrase.</p>	<p><u>Prepositions</u>          Songs/ YouTube, notes, using in prepositions in sentences</p>	<p>Quiz identify prepositions and prepositional phrases</p>
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\*STAR Reading Test in the second nine weeks.