

Subject: ELA

Grade: 5

Unit: 4

Duration: 9 weeks

Essential Question(s):

What do people, real or imagined, learn from exploring their world?

How can literature help us understand what it means to “grow up”?

Vocabulary:

Summarizing

Persuasion

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>Rats of NIMH</u> Vocabulary Notecards Vocabulary Boxes (Fryar Model) Summarizing Chapters Reader’s Response Notebooks (discuss elements of plot) Discussion Questions <u>Two Moons (Girls)</u> <u>Bud, not Buddy (Boys)</u> Summarizing Chapters Reader’s Response Notebooks (discuss elements of plot)	<u>Rats of NIMH</u> Chapter tests with multiple choice, short answer, and extended response Reader’s Response Notebook Check Vocabulary Quizzes <u>Two Moons (Girls)</u> <u>Bud, not Buddy (Boys)</u> Reader’s Response Notebook Check Observation of reading groups

		<p>understanding. Use context clues and reread text to read and understand unfamiliar words.</p>		
Writing	<p><u>Commercial Project</u> W: Text Types & Purposes: 3 a-e</p>	<p>I can: 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><u>Commercial Project</u> Use the writing process and elements of plot to write an a commercial</p>	<p><u>Commercial Project</u> Rough Drafts, Rubric</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</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</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</p>

		<p>inappropriate shifts in verb tense and aspects.</p> <p>Use correlative conjunctions such as either/or and neither/nor.</p> <p>Use capitalization, punctuation, and spelling correctly when writing.</p> <p>Use punctuation to separate items in a series.</p> <p>Use commas correctly in the begging of sentences.</p> <p>Use commas when setting off introductory words or phrases in a sentence.</p> <p>Use appropriate punctuation when writing titles of works.</p> <p>Spell words correctly.</p> <p>Use reference materials when I need help spelling a word.</p> <p>Use affixes and roots to understand unfamiliar words.</p>		
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*Fourth nine weeks is used primarily to prepare for the OAA, which addresses all Common Core Standards and uses a variety of assessment types. Materials used: Common Core Books, Comparing Text Workbooks, and test vocabulary.

*STAR Reading Test given towards the end of the fourth nine weeks.