

Griswold Middle School Grade 5 LA Curriculum Map

Unit Title	Unit 1 Writing and Reading to Inform	Unit 2 Decisions	Unit 3 Perseverance through Inequalities	Unit 4 Research
Unit Overview	Students study the purposes and elements of reading and writing informational texts. Students will draw on information from multiple print and/or digital sources to demonstrate their ability to integrate information in order to write/speak about the topic efficiently. As a whole class, students will closely read several texts to determine credible sources. Individually, students will build expertise on their chosen topic to develop their informational writing skills as they create their own informational text.	Students will focus on learning the concept of theme in <u>Tuck Everlasting</u> by Natalie Babbitt and how the characters' actions allow readers to infer the theme(s). The unit teaches students how to locate and use textual evidence to support their responses, recognize figurative language, and requires them to participate in collaborative discussions about literature.	Students will focus on strategies that are needed to comprehend and discuss longer text, using evidence to support their opinions through the novel <u>Bud, Not Buddy</u> . In addition, students will be involved in building background knowledge about the time period during the Great Depression. Students will be able to understand how people persevered during a time period that affected everyone living in the United States.	Students will focus on analyzing multiple accounts of a topic, using various print and digital sources to identify differing points of view. Students will integrate multiple texts to investigate the <i>Titanic</i> disaster and ultimately develop ideas as to how more lives could have been saved. Individualized research opportunities will be presented to further enhance student understanding.
Duration	10 weeks	10 weeks	10 weeks	10 weeks
Priority Standards	<p>Reading Informational Text: <u>CCSS.ELA-Literacy.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><u>CCSS.ELA-Literacy.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>CCSS.ELA-Literacy.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Writing Standards: <u>CCSS.ELA-Literacy.W.5.2</u></p>	<p>Reading Literature Standards: <u>CCSS.ELA-Literacy.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-Literacy.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>CCSS.ELA-Literacy.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Writing Standards: <u>CCSS.ELA-Literacy.W.5.1</u></p>	<p>Reading Literature Standards: <u>CCSS.ELA-Literacy.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-Literacy.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Reading Informational Text: <u>CCSS.ELA-Literacy.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing Standards: <u>CCSS.ELA-Literacy.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.5.3</u></p>	<p>Reading Informational Text: <u>CCSS.ELA-Literacy.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p><u>CCSS.ELA-Literacy.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>CCSS.ELA-Literacy.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Essential Questions	<ul style="list-style-type: none"> - How does understanding the structure of the text help the reader understand the meaning? - Why do people write nonfiction? 	<ul style="list-style-type: none"> -How does the language in a story help us to see what the author is telling us? -How do characters actions and thoughts help determine theme? -How does textual evidence support a reader’s interpretation of a story? <p><i>Novel Based/Supporting Questions:</i> **Would living forever be a blessing or a curse?*</p>	<ul style="list-style-type: none"> -How do characters actions and thoughts help us to determine the theme? <p><i>Novel Based/Supporting Questions:</i> What is a family? How does living through specific time periods affect people? In what ways may events in historical fiction connect to real history? How can people persevere through inequalities?</p>	<ul style="list-style-type: none"> -What questions are raised, but not answered? - What is the value in research? <p><i>Supporting Question:</i> How could more lives have been saved?</p>
Instructional Strategies	<ul style="list-style-type: none"> *indicate covered throughout the year - R.A.C.E* - Interactive Notebooks* - Whole Group Think Alouds* - Student Choice/Personalized Learning* - Close Reading* - Technology* - Graphic Organizers <ul style="list-style-type: none"> - Text Structure - Mini-lessons: organizational structure of informational writing 	<ul style="list-style-type: none"> - Socratic Seminars “Text Talks” - Graphic Organizers <ul style="list-style-type: none"> - Story Mapping - Character Analysis - T-Chart (Winnie’s feelings) - Venn Diagram (character/setting compare/contrast) - Two-column notes (inferencing) - Sequencing (for summarizing) - Anticipation Guide - Mini-lessons: organizational structure of opinion writing 	<ul style="list-style-type: none"> - R.A.C.E* - Interactive Notebooks* - Whole Group Think Alouds* - Student Choice/Personalized Learning* - Close Reading* - Technology* - Graphic Organizers <ul style="list-style-type: none"> - Text Structure - Theme w/evidence - Mini-lessons: organizational structure of informational writing - Plickers 	<ul style="list-style-type: none"> - R.A.C.E* - Interactive Notebooks* - Whole Group Think Alouds* - Student Choice/Personalized Learning* - Close Reading* - Technology* - Graphic Organizers <ul style="list-style-type: none"> - Text Structure - Theme w/evidence - Mini-lessons: organizational structure of informational writing - Plickers
Key Resources /Texts	<ul style="list-style-type: none"> -Informative Writing Unit -<i>TweenTribune</i> -<i>NewsELA</i> -5th grade Spelling Unit -5th Grade 5-A-Day (Conventions of Writing) -Interactive Notebooks 	<p>Main Selection: -<i>Tuck Everlasting</i>, by Natalie Babbitt</p> <p>Supplemental Resources/Readings:</p>	<p>Main Selection: -<i>Bud, Not Buddy</i> by Christopher Paul Curtis</p> <p>Supplemental Resources/Readings: -<i>Kids Discover: Great Depression</i> -“A Week of the Blues” (RS <i>Sleuth</i>)</p>	<ul style="list-style-type: none"> - <i>Kids Discover: The Titanic</i> - <i>Voices from the Disaster</i> by Deborah Hopkinson - <i>Titanic Young Survivors</i> by Allan Zullo

		<p>- “It could be possible for our pets to live longer” (<i>NewsELA</i>) https://newsela.com/articles/dogs-lives/id/5913/</p> <p>- “Age-old problem, providing for elderly, just keeps getting harder” (<i>NewsELA</i>) https://newsela.com/articles/age-population/id/1346/</p> <p>“<i>The Other Side of the Door</i>” by Jeff Moss</p> <p>-Opinion Writing Unit</p>	<p>-“Making Up Music” (RS <i>Sleuth</i>) <i>-Social Studies Weekly: WWI and the Great Depression</i> <i>-Read Works: WWI and the Great Depression</i> - Poems: “<i>I’d Rather Not Be On Relief</i>” - NEWSELA: <i>Great Depression</i></p> <p>“Record number of homeless kids is a "call to action" for states, study says” https://newsela.com/articles/homeless-children/id/6451/</p>	<ul style="list-style-type: none"> - <u>I Survived the Sinking of the Titanic, 1912</u> by Lauren Tarshis - <u>Titanic: The “Unsinkable” Ship</u> by Sharon Franklin - Primary Sources: American Inquiry Accounts
Assessments	<ul style="list-style-type: none"> - Fall Informative Benchmark: “Kangaroos” -<i>Fall</i> Blue Ribbon Benchmark -Spelling Quizzes 	<ul style="list-style-type: none"> -<i>Winter</i> Blue Ribbon Benchmark - Opinion Writing Assessment - <i>Should Kids Get Paid for Good Grades?</i> -Teacher created assessments 	<ul style="list-style-type: none"> -Teacher created assessments related to novel and study of Great Depression 	<ul style="list-style-type: none"> -Spring Informative Benchmark: “Turtles” - <i>Spring</i> Blue Ribbon Benchmark “Titanic” Informational Prompt -Teacher created assessments related to Titanic Research component
Performance Tasks	<ul style="list-style-type: none"> - Fall Informative Benchmark: “Kangaroos” 	<ul style="list-style-type: none"> - Tuck Project Choice Boards - Tuck Everlasting Debate: <i>Would living forever be a blessing or a curse?</i> 	<ul style="list-style-type: none"> -Speech/Essay/Debate (choice of one) Final Project: **all projects must include text evidence** 1.) Recreate Bud’s suitcase 2.) Game Board 3.) Rewrite the ending to the story or write a sequel to the story -Narrative Writing *Journal Project 	<ul style="list-style-type: none"> -Persuasive letter and presentation -Performance Task: <i>Could more lives have been saved?</i>
Writing Tasks	<ul style="list-style-type: none"> - Fall Informative Benchmark: “Kangaroos” - Informational Writing (6 weeks) 	<ul style="list-style-type: none"> - Opinion Writing (6 weeks) - Quick Writes - Journal Responses - Constructed Responses 	<ul style="list-style-type: none"> -Narrative Writing *Journal Project -Poetry (2 weeks) -Dust Bowl and Great Depression Simulation & writing connection (narrative) 	<ul style="list-style-type: none"> -<i>Research Writing</i>