

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

<b>Speaking &amp; Listening</b>	<p>S &amp; L: Comprehension &amp; Collaboration: 1 a-d, 2-6</p> <p>*these skills incorporated activities throughout the nine weeks</p>	<p>I can:</p> <p>Participate collaboratively in a variety of discussions.</p> <p>Prepare for discussions and use the information to explore and discuss a topic.</p> <p>Follow the rules and carry out my role in discussions.</p> <p>Ask and answer questions, and make comments that support discussion.</p> <p>Summarize a discussion and draw conclusions from key ideas, information, and knowledge gained from it.</p> <p>Summarize information presented in a variety of ways.</p> <p>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></p> <p>L: Conventions of Standards English 1 a-e, 2 a-e</p> <p><u>Spelling</u></p> <p>L: Conventions of Standards English 2e</p>	<p>I can:</p> <p>Use grammar correctly in my writing and speaking.</p> <p>Understand when and where to use conjunctions, prepositions, and interjections.</p> <p>Form and use the perfect verb tenses.</p> <p>Use verb tense to convey various conditions.</p> <p>Recognize and correct</p>	<p><u>Daily Language</u></p> <p>Displayed each day as morning work</p> <p><u>Spelling</u></p> <p>Introduce words, Get to 30 menu</p>	<p><u>Daily Language</u></p> <p>Observation of completion, whole class discussion of the answers</p> <p><u>Spelling</u></p> <p>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 beginning 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.