

Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 1: Main Idea	Days: 15

**Key Learning:** Students will use supporting evidence to show the main idea in various texts.

**Unit Essential Question:** What evidence is used to determine main idea?

**Common Core Standards:** RL 5.2; RL 5.4; RI 5.2; RL 5.10 and RI 5.10; RI 5.8; RI 5.9; W 5.3 a & b; W 5.4; W 5.5; W 5.8; W 5.10; L 5.5; L 5.2 (a,d,e); SL 5.1b

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  What key details provide you with evidence to determine the text's main idea?	<b>Lesson Essential Question(s):</b>  How does determining the meanings of words and phrases help you understand the text?	<b>Lesson Essential Question(s):</b>  How do you write an effective fable?
<b>Vocabulary:</b>  main idea, summaries, details	<b>Vocabulary:</b>  idioms, adages, proverbs, metaphors, similes, figurative language, synonyms, antonyms	<b>Vocabulary:</b>  dialogue, sequence of events, writing process (explain)

<b>Concept #4</b> Conventions	<b>Concept #5</b> Text Format (Fables/Other Text)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  What are proper uses for punctuation? (items in a series)  What are ways to properly write a title?	<b>Lesson Essential Question(s):</b>  What evidence in text helps determine the theme?	<b>Lesson Essential Question(s):</b>  What rules do we follow when you're having a class discussion?  What are roles everyone plays in a discussion?
<b>Vocabulary:</b> comma, underline, quotation marks, italics	<b>Vocabulary:</b> fable, moral, theme	<b>Vocabulary:</b> discussion

**Common UNIT Assessment:**

When given a cold read, students will answer a variety of questions, including an open-ended question giving evidence from the text to support main idea.

**Common UNIT Writing Assessment:**

Students will write a fable including dialogue, title usage, and figurative language. (Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 2: Structural sequence	Days: 15

**Key Learning:** Structure plays an important role on a variety of texts.

**Unit Essential Question:** How does structure vary across a variety of texts?

**Common Core Standards:** RL 5.5; RI 5.5; RL 5.10; W 5.2a & b; W 5.7; L 5.1a; L 5.5; L 5.3a & b; SL 5.5 and 5.6

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  How does the overall structure of the text vary from one another?	<b>Lesson Essential Question(s):</b>  How are dialects different through time and location?	<b>Lesson Essential Question(s):</b>  What are important details to include when writing about a historical figure?  What are the steps in conducting research?
<b>Vocabulary:</b>  compare, contrast, structure, drama, poem, story	<b>Vocabulary:</b>  dialect	<b>Vocabulary:</b>  research, headings, biography

<b>Concept #4</b> Conventions	<b>Concept #5</b> Text Format (Drama)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  How does using interjections add to a presentation?	<b>Lesson Essential Question(s):</b>  How does each scene fit in the overall structure of the drama?	<b>Lesson Essential Question(s):</b>  How do visual displays (props) enhance a presentation?  Why is it important to include a variety of dialects in a presentation?
<b>Vocabulary:</b>  interjections	<b>Vocabulary:</b>  scenes, drama, monologue	<b>Vocabulary:</b>  variety, visual, displays, presentation

**Common UNIT Assessment:**

When given a cold reads, students will be able to analyze and interpret how the structures of text differ from one to another.

**Common UNIT Writing Assessment:**

Students will choose a historical figure and write a mini biography including research, headings, and visual displays.  
(Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 3: Cause and Effect	Days: 15

**Key Learning:** Cause and effect relationships can impact the understanding of text in a variety of ways.

**Unit Essential Question:** How can you analyze information from various texts to find cause/effect relationships?

**Common Core Standards:** RI 5.4; RI 5.5; RI 5.9; RL5.9; W 5.2d & e; L.1b-d; SL 1d

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  How do cause and effect relationships impact the understanding of text?	<b>Lesson Essential Question(s):</b>  How do signal words help you to identify cause and effect relationships?	<b>Lesson Essential Question(s):</b>  What is the purpose of a concluding statement?
<b>Vocabulary:</b>  cause, effect, events, analyze	<b>Signal Words:</b> Therefore, because, since, reason	<b>Vocabulary:</b>  concluding statement

<b>Concept #4</b> Conventions (Verb Tenses)	<b>Concept #5</b> Text Format (Adventure)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  How do you determine what verb tense is correct for a certain situation?	<b>Lesson Essential Question(s):</b>  What do adventure stories have in common?	<b>Lesson Essential Question(s):</b>  Why might cause and effect relationships be explained differently?
<b>Vocabulary:</b> Use Verb Tense Events	<b>Vocabulary:</b> adventure	<b>Vocabulary:</b> conclusions, interpreting

**Common UNIT Assessment:**

Given a cold reads, students will determine how events influence each other through questioning and written explanations.

(Need to adjust this test and the selections being used.)

**Common UNIT Writing Assessment:**

Students will write an adventure story with at least three cause and effect relationships and an overall concluding statement about the story. Focus on appropriate verb tenses. (Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 4: Reasoning (Fact and Opinion)	Days: 15

**Key Learning:** Using quality reasons, an author can support an opinion.

**Unit Essential Question:** Why are quality reasons so important when supporting an opinion?

**Common Core Standards:** RL 5.1; RI 5.1; RI 5.8; W 5.1a - d; L 5.1e; L 5.4b; SL 5.3

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  How does an author use reasons to support particular points?	<b>Lesson Essential Question(s):</b>  How do Greek and Latin roots help determine meaning?	<b>Lesson Essential Question(s):</b>  What is important to include when writing an opinion piece?
<b>Vocabulary:</b>  reason, opinion, fact	<b>Vocabulary:</b>  roots, affixes	<b>Vocabulary:</b>  Repeat of previous vocabulary from the unit

<b>Concept #4</b> Conventions (Correlative Conjunctions)	<b>Concept #5</b> Text Format (Mystery)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  How do you appropriately use correlative conjunctions?	<b>Lesson Essential Question(s):</b>  What is the format of a mystery?	<b>Lesson Essential Question(s):</b>  What clues can lead to a final conclusion?  How are claims supported by evidence? (activating strategy)
<b>Vocabulary:</b>  correlative conjunction	<b>Vocabulary:</b>  format	<b>Vocabulary:</b>  clues, conclusion

**Common UNIT Assessment:**

Students will be given a cold read on a mystery and come up with a solution based on evidence/details from the text. Students will clearly explain their evidence.

**Common UNIT Writing Assessment:**

Students will choose a topic to read and write about. They need to include an opinion on the topic with supporting reasons from the text. Students will use correlative conjunctions in their writing. (Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 5: Skill Development	Days: Roughly 5

**Key Learning:** Authors use a variety of strategies and skills to create text.

**Unit Essential Question:** How do strategies and skills learned, help us comprehend text?

**Common Core Standards:** Review of Standards from all the Concepts Covered Below

<b>Concept #1:</b> Main Idea	<b>Concept #2:</b> Structure	<b>Concept #3:</b> Cause and Effect
<b>Lesson Essential Question(s):</b>  What evidence is used to determine main idea?	<b>Lesson Essential Question(s):</b>  How does the overall structure vary between texts?	<b>Lesson Essential Question(s):</b>  How do cause and effect relationships impact the understanding of text?
<b>Vocabulary:</b>  Review Vocab From the Unit	<b>Vocabulary:</b>  Review Vocab From the Unit	<b>Vocabulary:</b>  Review Vocab From the Unit

<b>Concept #4</b> Reasons and Opinions	<b>Concept #5</b>	<b>Concept#6</b>
<b>Lesson Essential Question(s):</b>  Why are reasons so important when supporting an opinion?	<b>Lesson Essential Question(s):</b>  N/A	<b>Lesson Essential Question(s):</b>  N/A
<b>Vocabulary:</b> Review Vocab From Unit	<b>Vocabulary:</b>	<b>Vocabulary:</b>

**Common UNIT Assessment:**

When given a cold read, students will correctly answer questions about concepts reviewed in the unit.

**Common UNIT Writing Assessment:**

Students will write one paragraph per topic to explain how that skill or strategy helped them understand the story.  
(Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 6: Compare and Contrast	Days: 10 - 15

**Key Learning:** Comparing and contrasting ideas in multiple texts, help you understand a topic.

**Unit Essential Question:** How can comparing and contrasting multiple texts help you understand a topic?

**Common Core Standards:** RL 5.3; RI 5.5; RI 5.6; RL 5.6; W 5.3a - e; L 5.2b & c; SL 5.1a

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  How do you compare multiple accounts of the same event or topic from different points of view?	<b>Lesson Essential Question(s):</b>  N/A	<b>Lesson Essential Question(s):</b>  How can you use science to create a fictitious story?
<b>Vocabulary:</b>  compare, contrast, analyze, point of view	<b>Vocabulary:</b>	<b>Vocabulary:</b>  narrative

<b>Concept #4</b> Conventions	<b>Concept #5</b> Text Format (Science Fiction)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  What role do commas have in writing?	<b>Lesson Essential Question(s):</b>  How does science help us elaborate with creative writing?	<b>Lesson Essential Question(s):</b>  How does fact help you understand the topic better?
<b>Vocabulary:</b> comma, direct address, item in a series	<b>Vocabulary:</b>	<b>Vocabulary:</b> fact

**Common UNIT Assessment:**

Given a nonfiction and fiction text on the same topic, students will complete a graphic organizer showing the similarities and differences on particular items. Students will then reflect on how knowing these similarities and differences help them better understand both texts.

**Common UNIT Writing Assessment:**

Using your writing piece from the unit, write a reaction to compare and contrast real from fiction. (Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 7: Inference	Days: 15

**Key Learning:** Inferences provide a deeper understanding to text and visual representations.

**Unit Essential Question:** How can you use supporting details to create solid inferences?

**Common Core Standards:** RL 5.1; RL 5.2; RL 5.7; RI 5.1; W 5.1; L 5.3a & d; L 5.5abc; SL 5.1c

<b>Concept #1:</b> Comprehension Strategies	<b>Concept #2:</b> Vocab/Word Knowledge	<b>Concept #3:</b> Writing
<b>Lesson Essential Question(s):</b>  What parts of the text can help you make inferences to understand them?  How can visual representation help you understand text better?	<b>Lesson Essential Question(s):</b>  How does the way words are constructed influence text?	<b>Lesson Essential Question(s):</b>  How does your opinion and reasons from the text help you make inferences?
<b>Vocabulary:</b>  infer	<b>Vocabulary:</b>  constructed, figurative language	<b>Vocabulary:</b>  infer

<b>Concept #4</b> Conventions	<b>Concept #5</b> Text Format (Poetry)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  N/A	<b>Lesson Essential Question(s):</b>  Why are poems a unique form of writing?	<b>Lesson Essential Question(s):</b>  How does asking and answering questions help you understand?
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>

**Common UNIT Assessment:**

Students will be given a poem and a visual (picture) and will make inferences to write an analysis of the meaning behind both formats.

**Common UNIT Writing Assessment:**

Students will write an opinion piece based on a poem and visual representation on the same topic giving reasons to support inferences and opinions. (Collins Writing)



Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 8: Skill Development	Days: Roughly 5

**Key Learning:** Authors use a variety of strategies and skills to create text.

**Unit Essential Question:** How do the strategies and skills learned, help us comprehend text?

**Common Core Standards:** Review Standards from Concepts Below

<b>Concept #1:</b> Compare and Contrast	<b>Concept #2:</b> Inference	<b>Concept #3:</b>
<b>Lesson Essential Question(s):</b>  How can you use supporting details to create solid inferences?	<b>Lesson Essential Question(s):</b>  How can comparing and contrasting multiple texts help you understand a topic?	<b>Lesson Essential Question(s):</b>
<b>Vocabulary:</b>  infer	<b>Vocabulary:</b>  compare, contrast	<b>Vocabulary:</b>

<b>Concept #4</b>	<b>Concept #5</b>	<b>Concept#6</b>
<b>Lesson Essential Question(s):</b>	<b>Lesson Essential Question(s):</b>	<b>Lesson Essential Question(s):</b>
<b>Vocabulary:</b>	<b>Vocabulary:</b>	<b>Vocabulary:</b>

**Common UNIT Assessment:**

When given a cold read, students will correctly answer questions about concepts reviewed in the unit.

**Common UNIT Writing Assessment:**

Students will write one paragraph per topic to explain how that skill or strategy helped them understand the story.  
(Collins Writing)





Course: 5 <sup>th</sup> Grade ELA	Athens Area School District
Topic/ Unit: Unit 9: Literary Elements	Days: 20

**Key Learning:** Authors use a variety of strategies to create historical fiction.

**Unit Essential Question:** How does using a variety of literary strategies help an author write?

**Common Core Standards:** RL 5.2 – 5.10; SL 5.2

<b>Concept #1:</b> Key Ideas and Details	<b>Concept #2:</b> Craft and Structure	<b>Concept #3:</b> Integration of Knowledge and Ideas
<b>Lesson Essential Question(s):</b>  How can you summarize a story to determine theme?  Why do we need to compare and contrast a text?	<b>Lesson Essential Question(s):</b>  How does figurative language make text more interesting?  How does the structure of text vary?  How do events change based on point of view?	<b>Lesson Essential Question(s):</b>  What do visual and multimedia elements contribute to a text?  What parts of historical fiction are always the same?
<b>Vocabulary:</b>  Review Previous Vocab	<b>Vocabulary:</b>  Review Previous Vocab	<b>Vocabulary:</b>  Review Previous Vocab

<b>Concept #4</b> Writing	<b>Concept #5</b> Text Format (Historical Fiction)	<b>Concept#6</b> Speaking and Listening
<b>Lesson Essential Question(s):</b>  How can you use events from your past to create a historical fiction piece?	<b>Lesson Essential Question(s):</b>  How does historical fiction use fact to help create a story?	<b>Lesson Essential Question(s):</b>  How can you summarize information?
<b>Vocabulary:</b>  fiction	<b>Vocabulary:</b>  	<b>Vocabulary:</b>  summarize, story structure

**Common UNIT Assessment:**

Students will complete an assessment based on each of the concepts – Cold Read (3) – Multiple choice, identifying items, and written response.

**Common UNIT Writing Assessment:**

Students will use events from their past to create a historical writing piece. (Collins Writing)



