

# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**Grade 5  
Language Arts**

**Adopted 06/19/2018**

Updated 1/22/19

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

**Standards  
At-A-Glance**

		<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
<b>Unit 1</b>	<b>Module A</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10 RI.5.1, RI.5.2, RI.5.3, RI.5.4	W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.1.c, L.5.2, L.5.3, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c, L.5.6
	<b>Module B</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.1.b, L.5.1.c, L.5.1.d, L.5.2, L.5.2.e, L.5.3, L.5.4, L.5.4.a, L.5.4.c, L.5.5, L.5.5.a, L.5.5.c, L.5.6
<b>Unit 2</b>	<b>Module A</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.10	W.5.1, W.5.1.a, W.5.1.b, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.1.a, L.5.1.c, L.5.1.e, L.5.2, L.5.2.e, L.5.3, L.5.3.a, L.5.3.b, L.5.4, L.5.4.a, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c, L.5.6

	<b>Module B</b>	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.1.d, L.5.2, L.5.2.a, L.5.2.b, L.5.2.c, L.5.2.d, L.5.2.e, L.5.3, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.5.c, L.5.6
<b>Unit 3</b>	<b>Module A</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.10	W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e, W.5.5, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.2, L.5.3, L.5.5, L.5.6
	<b>Module B</b>	RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6
<b>Unit 4</b>	<b>Module A</b>	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.b, W.5.10	SL.5.1, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.1, L.5.1.a, L.5.1.e, L.5.2, L.5.2.e, L.5.3, L.5.3.a, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a, L.5.5.b, L.5.6
	<b>Module B</b>	RL.5.1, RL.5.2,	W.5.1, W.5.1.a,	SL.5.1,	L.5.1, L.5.2,

		RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.8, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10	W.5.1.b, W.5.1.c, W.5.1.d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9.a, W.5.9.b, W.5.10	SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	L.5.2.a, L.5.2.b, L.5.2.c, L.5.2.d, L.5.2.e, L.5.3, L.5.3.a, L.5.3.b, L.5.4, L.5.4.a, L.5.4.b, L.5.4.c, L.5.5.b, L.5.4.b, L.5.6
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### Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

		<p>document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <ul style="list-style-type: none"> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>	<p>needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
3	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
4	<p>ELP STANDARD 2: The</p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a</li> </ul>	<p>Standard 9.1 All students will demonstrate the</p>

	<p>Language of Language Arts</p>	<p>variety of tasks including solving problems.</p> <ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> <li>● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> <li>● 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</li> </ul>	<p>creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
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**Suggested Modifications**

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

<b>Interdisciplinary Connections</b>			
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
environmental concerns ecosystems rainforests food chains	inventors the great migration leaders in various social/historical areas Harriet Tubman Cesar Chavez	astronomy and scientific exploration black holes	exploration historical accounts colonization

### Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1A</b>	22 days in MP1
<b>Unit 1B</b>	22 days in MP1
<b>Unit 2A</b>	22 days in MP2
<b>Unit 2B</b>	22 days in MP2



<b>Unit 3A</b>	22 days in MP3
<b>Unit 3B</b>	22 days in MP3
<b>Unit 4A</b>	22 days in MP4
<b>Unit 4B</b>	22 days in MP4

## Unit 1 - Module A

### Essential Questions

How do people change in reaction to their surroundings?

How do readers determine themes in literary texts?

How do writers use dialogue and details to develop characters and their experiences?

### READING

Critical Knowledge and Skills	Standards
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of visual and multimedia elements to the understanding of topics.	RL.5.7

### Suggested Materials/Educational Resources

**Anchor Text (Trade Book):** Literary Text, *Night of the Spadefoot Toads* by Bill Harley (610L)

**Supporting Text (Text Collection):** Literary Text, “Shells” from *Every Living Thing* by Cynthia Rylant (640L)

**Supporting Text (Text Collection):** Literary Text, *Hatchet* by Gary Paulson (980L)

**Poetry:** “Dry as Dust” by Marilyn Singer / “Colorful Guy” by Avis Harley / “Fire-Bringer” by Marilyn Singer

### WRITING

Critical Knowledge and Skills	Standards
Write narratives of two pages or more to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, including establishing situations, sequence of events, introducing characters, narrative techniques, transitional words or phrases, sensory	W.5.3 W.5.3.a W.5.3.b W.5.3.c W.5.3.d W.5.3.e W.5.4 W.5.6

details, and a conclusion.	W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9,
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.3 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and mechanics conventions including shifts in verb tense, commas, identifying titles of words,	L.5.1 L.5.1.c L.5.2 L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words.	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5.c L.5.6
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5 L.5.5.a L.5.5.b

**Suggested Materials/Educational Resources**

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>• Selection Texts</li> <li>• Daily writing tasks</li> <li>• Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Based Assessment Task – Narrative Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>Night of the Spadefoot Toads</i> by Bill Harley (610L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, “Shells” from <i>Every Living Thing</i> by Cynthia Rylant (640L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, <i>Hatchet</i> by Gary Paulson (980L)</p> <p><b>Poetry:</b> “Dry as Dust” by Marilyn Singer / “Colorful Guy” by Avis Harley / “Fire-Bringer” by Marilyn Singer</p>		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Narrative Task	<ul style="list-style-type: none"> <li>• create and organize a sequence of events with a clear beginning, middle, and end.</li> <li>• use narrative techniques, including dialogue and description, to develop events and characters.</li> <li>• use transition words to connect the events.</li> <li>• include an ending that brings the story to a</li> </ul>	Grammar and mechanics, speaking and listening

	conclusion.	
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<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>

<b>Unit 1 - Module B</b>
<b>Essential Questions</b>
How do living things interact with and affect one another?
Readers: How do readers identify relationships and interactions in texts?
Writers: How do writers develop a topic?

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RI.5.1 RL.5.1 RI.5.2 RL.5.2 RI.5.3 RL.5.3 RI.5.5 RL.5.5 RI.5.6 RL.5.6 RI.5.9 RL.5.10 RI.5.10
Explain how the author uses reasons and evidence to support particular points in a text.	RI.5.8
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of visual and multimedia elements to the understanding of topics.	RI.5.7 RL.5.7

<b>Suggested Materials/Educational Resources</b>
<b>Anchor Text (Trade Book):</b> Literary Text, <i>Washed Up!</i> by Payal Kapadia (910L)
<b>Supporting Text (Trade Book):</b> Informational Text, <i>Rain Forest Food Chains</i> by Heidi Moore (800L)
<b>Supporting Text (Text Collection):</b> Informational Text, <i>Pale Male</i> by Janet Schulman (1030L)
<b>Poetry:</b> “One Drop at a Time” by Laura Purdie Salas / “In the Flooded Forest” by Susan Katz / “Food Chain” by John Scieszka

**WRITING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts of two pages or more to examine a topic and convey ideas and information clearly, using clear introductions, logical progression of ideas, text features, a developed topic including facts, details, quotations, transitions between topics and within ideas, precise and domain-specific language, and a conclusion.	W.5.2 W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

**SPEAKING AND LISTENING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.3 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>

Demonstrate command of grammar and mechanics conventions including shifts in verb tense, commas, identifying titles of words, form and perfect verb tense, conditional verb tense	L.5.1 L.5.1.b L.5.1.c L.5.1.d L.5.2 L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words and spell them correctly.	L.5.4 L.5.4.a L.5.4.c L.5.5.c L.5.6 L.5.2.e
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5 L.5.5.a L.5.5.b
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Informative/Explanatory Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>Washed Up!</i> by Payal Kapadia (910L)</p> <p><b>Supporting Text (Trade Book):</b> Informational Text, <i>Rain Forest Food Chains</i> by Heidi Moore (800L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>Pale Male</i> by Janet Schulman (1030L)</p> <p><b>Poetry:</b>            “One Drop at a Time” by Laura Purdie Salas            “In the Flooded Forest” by Susan Katz            “Food Chain” by John Scieszka</p>		
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Informative/Explanatory Task	<ul style="list-style-type: none"> <li>• clearly introduce the topic.</li> <li>• group related information in a logical way.</li> </ul>	Grammar and mechanics, speaking and listening

	<ul style="list-style-type: none"><li>• use visuals, facts, and definitions related to the topic.</li><li>• use domain-specific language and vocabulary to inform the reader.</li><li>• provide a conclusion.</li></ul>	
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**



### **Essential Questions**

What are some examples of inequality or injustice in the world around us?

How do readers summarize text?

How do writers support opinions with evidence from different sources?

### **READING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI 5.5 RI 5.10
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of multiple visual and multimedia elements to the understanding of topics, noting similarities and differences in point of view.	RL.5.7 RI 5.7

### **Suggested Materials/Educational Resources**

**Anchor Text (Trade Book):** Literary Text, *The Road to Freedom* by Lesa Cline-Ransom (780L)

**Supporting Text (Text Collection):** Literary Text, *Operation Clean Sweep* by Darleen Bailey Beard (650L)

**Supporting Text (Text Collection):** Informational Text, *Cesar Chavez: Champion of Workers* by Tyler Schumacher (690L)

#### **Poetry:**

“A Song for Suffrage” by Bobbi Katz

“Las manos de mi madre/My Mother’s Hands” by Francisco X. Alarcón

“Another Mountain” by Abiodun Oyewole

### **WRITING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write opinion essays of two pages or more to introduce a topic clearly, state an opinion, create a logical organizational	W.5.1 W.5.4 W.5.6

structure, provide reasons supported by facts or details from texts (quoted when appropriate), link opinions using transitions, and provide a conclusion.	W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and mechanics conventions including conjunctions, prepositions, interjections, verb tense, correlative conjunctions, expanding or combining sentences	L.5.1 L.5.1.a L.5.1.c L.5.1.e L.5.2 L.5.2.e L.5.3 L.5.3.a L.5.3.b
Use context, relationships between words,	L5.4a

and resource materials to determine meanings of new words.	L5.4c
Interpret and demonstrate understanding of figurative language, common idioms and adages, academic and domain-specific words related to transitions and relationships, and word relationships	L5.5 L5.6
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Opinion Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>The Road to Freedom</i> by Lesa Cline-Ransom (780L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, <i>Operation Clean Sweep</i> by Darleen Bailey Beard (650L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>Cesar Chavez: Champion of Workers</i> by Tyler Schumacher (690L)</p> <p><b>Poetry:</b>          “A Song for Suffrage” by Bobbi Katz          “Las manos de mi madre/My Mother’s Hands” by Francisco X. Alarcón          “Another Mountain” by Abiodun Oyewole</p>		
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Opinion Task	<ul style="list-style-type: none"> <li>• introduce an inequality or injustice and state their opinion about it.</li> <li>• create an organizational</li> </ul>	Grammar and mechanics, speaking and listening

	<p>structure in which ideas are logically grouped to support the writer's purpose.</p> <ul style="list-style-type: none"><li>• provide reasons with facts and details to support their opinion.</li><li>• link their opinion and reasons using words, phrases, and clauses.</li><li>• provide a conclusion.</li></ul>	
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

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## Unit 2 - Module B

### **Essential Questions**

What does courage look like?

How does understanding the relationships between individuals and historical events help readers comprehend a text?

How do writers clearly convey ideas and information?

### READING

Critical Knowledge and Skills	Standards
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.9 RI.5.10
Explain how the author uses reasons and evidence to support particular points in a text.	RI.5.8
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RI.5.4
Analyze the contribution of visual and multimedia elements to the understanding of topics as well as similarities and differences in point of view.	RI.5.7

### Suggested Materials/Educational Resources

**Anchor Text (Trade Book):** Informational Text, *Real-Life Superheroes* by Alison Hawes (1030L)

**Supporting Text (Trade Book):** Informational Text, *The Great Migration* by Jacob Lawrence (830L)

**Supporting Text (Text Collection):** Informational Text, *Angel Island* by Alice K. Flanagan (970L)

**Poetry:**

“Harriet Tubman” by Eloise Greenfield

Poems from the Walls of Angel Island

**WRITING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts of two pages or more to examine a topic and convey ideas and information clearly, using clear introductions, logical progression of ideas, text features, a developed topic including facts, details, quotations, transitions between topics and within ideas, precise and domain-specific language, and a conclusion.	W.5.2 W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

**SPEAKING AND LISTENING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.3 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5

**Suggested Materials/Educational Resources**

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**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and	L.5.1

mechanics conventions including shifts in verb tense, commas, identifying titles of words, form and perfect verb tense, expanding and combining sentences	L.5.1.d L.5.2.a, b, c, d, e L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words and spell them correctly.	L.5.4.b L.5.4.a L.5.4.c L.5.5.c L.5.6 L.5.2.e
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5 L.5.5.a L.5.5.b
<b>Suggested Materials/Educational Resources</b>	

ASSESSMENT PLAN		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Informative/Explanatory Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Informational Text, <i>Real-Life Superheroes</i> by Alison Hawes (1030L)</p> <p><b>Supporting Text (Trade Book):</b> Informational Text, <i>The Great Migration</i> by Jacob Lawrence (830L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>Angel Island</i> by Alice K. Flanagan (970L)</p> <p><b>Poetry:</b> “Harriet Tubman” by Eloise Greenfield Poems from the Walls of Angel Island</p>		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Informative/Explanatory Task	<ul style="list-style-type: none"> <li>• introduce their topic.</li> <li>• use facts, definitions, details, and quotations to explain how this person showed courage.</li> <li>• link ideas with words,</li> </ul>	Grammar and mechanics, speaking and listening

	phrases, and clauses. <ul style="list-style-type: none"><li>• provide a conclusion.</li><li>• include graphics or visuals to enhance comprehension.</li></ul>	
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<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>



## Unit 3 - Module A

### Essential Questions

How do readers use chapters and sections to understand the structure of a text?  
 How do How do writers create a developed and focused narrative?

### READING

Critical Knowledge and Skills	Standards
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.10 RI.5.1 RI.5.2 RI.5.3 RI 5.5
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of visual and multimedia elements to the understanding of topics.	RL.5.7

### Suggested Materials/Educational Resources

**Anchor Text (Trade Book):** Literary Text, *George’s Secret Key to the Universe* by Lucy and Stephen Hawking (850L)

**Supporting Text (Text Collection):** Informational Text, *The Man Who Went to the Far Side of the Moon* by Bea Uusma Schyffert (800L)

**Supporting Text (Text Collection):** Literary Text, *Mayday on Moon of Jupiter* by Stacia Deutsch (870L)

**Poetry:**

“The Sun” by Douglas Florian

“Great Red Spot” by Laura Purdie Salas

### WRITING

Critical Knowledge and Skills	Standards
Write narratives of two pages or more to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	W.5.3 W.5.3.a W.5.3.b W.5.3.c

sequences, including establishing situations, sequence of events, introducing characters, narrative techniques, transitional words or phrases, sensory details, and a conclusion.	W.5.3.d W.5.3.e W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9,
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.3 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and mechanics conventions including conjunctions, prepositions, interjections, shifts in verb tense, commas, identifying titles of words, and correlative conjunctions	L.5.1 L.5.2 L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words.	L.5.4 L.5.5 L.5.6

Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5
<b>Suggested Materials/Educational Resources</b>	

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Narrative Task</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>George’s Secret Key to the Universe</i> by Lucy and Stephen Hawking (850L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>The Man Who Went to the Far Side of the Moon</i> by Bea Uusma Schyffert (800L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, <i>Mayday on Moon of Jupiter</i> by Stacia Deutsch (870L)</p> <p><b>Poetry:</b>          “The Sun” by Douglas Florian          “Great Red Spot” by Laura Purdie Salas</p>	

**District/School Writing Tasks**

<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Narrative Task – Science Fiction	<ul style="list-style-type: none"> <li>• establish a situation and introduce a narrator and/or characters.</li> <li>• use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>• use narrative techniques, such as dialogue, description, and pacing, to develop the story.</li> <li>• use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	Grammar and mechanics, speaking and listening

	• provide a conclusion.	
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<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>

<b>Unit 3 - Module B</b>
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<p><b>Essential Questions</b></p> <p>How do writers convey information in visual ways?</p> <p>How do readers make sense of texts with unfamiliar words?</p>
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<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, points of view of grade-level literature and informational text.	RI.5.1 RI.5.2 RL.5.2 RI.5.3 RL.5.3 RI.5.5 RL.5.5 RI.5.6 RI.5.9 RL.5.9 RL.5.10 RI.5.10
Explain how the author uses reasons and evidence to support particular points in a text.	RI.5.8
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of visual and multimedia elements to the understanding of topics.	RI.5.7 RL.5.7

<b>Suggested Materials/Educational Resources</b>
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<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>Jess and Layla’s Astronomical Assignment</i> by Lucy Courtenay (910L)</p> <p><b>Supporting Text (Trade Book):</b> Informational Text, <i>Our Mysterious Universe</i> by Laura Langston (980L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>A Black Hole is NOT a Hole</i> by Carolyn Cinami DeCristofano (900L)</p> <p><b>Poetry:</b> “The Solar System” by Douglas Florian</p>
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“The Black Hole” by Douglas Florian

### WRITING

Critical Knowledge and Skills	Standards
Write informative/explanatory texts of two pages or more to examine a topic and convey ideas and information clearly, using clear introductions, logical progression of ideas, text features, a developed topic including facts, details, quotations, transitions between topics and within ideas, precise and domain-specific language, and a conclusion.	W.5.2 W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

### SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.3 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5

### Suggested Materials/Educational Resources

### LANGUAGE

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and mechanics conventions including conjunctions, prepositions, interjections, shifts in verb tense, commas, identifying titles of words, and correlative conjunctions	L.5.1 L.5.2 L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words.	L.5.4 L.5.5 L.5.6
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Informative/Explanatory Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>Jess and Layla’s Astronomical Assignment</i> by Lucy Courtenay (910L)</p> <p><b>Supporting Text (Trade Book):</b> Informational Text, <i>Our Mysterious Universe</i> by Laura Langston (980L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>A Black Hole is NOT a Hole</i> by Carolyn Cinami DeCristofano (900L)</p> <p><b>Poetry:</b>  “The Solar System” by Douglas Florian  “The Black Hole” by Douglas Florian</p>		
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Informative/Explanatory Task – Write a science journal article	Students will conduct short research projects using various sources to create a science journal article about something in	Grammar and mechanics, speaking and listening

	<p>the universe that interests them.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• clearly introduce their topic.</li><li>• group related information in a logical fashion.</li><li>• develop the topic with facts, definitions, details, and quotations.</li><li>• link ideas using words, phrases, and clauses.</li><li>• use domain-specific vocabulary to explain the topic.</li><li>• include formatting and illustrations to aid comprehension.</li><li>• provide a conclusion.</li></ul>	
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

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## Unit 4 - Module A

### Essential Questions

How do readers quote accurately from a text when comparing and contrasting themes and topics?

How do writers support a point of view with reasons and information?

### READING

Critical Knowledge and Skills	Standards
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, reasons and evidence, and points of view of various grade-level literature and informational text.	RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI 5.5 RI 5.10 RI 5.8 RI 5.9
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of multiple visual and multimedia elements to the understanding of topics, noting similarities and differences in point of view.	RL.5.7 RI 5.7

### Suggested Materials/Educational Resources

**Anchor Text (Trade Book):** Informational Text, *Explorers: Triumphs and Troubles* by Paul Mason (1000L)

**Supporting Text (Text Collection):** Literary Text, *Pedro’s Journal* by Pan Conrad (1020L)

**Supporting Text (Text Collection):** Literary Text, “Secrets of the Canyon Cave” by Gaby Triana (810L)

**Poetry:**

“A Map and a Dream” by Karen O’Donnell Taylor

“Cliff Dwelling” by John Gould Fletcher

“Learning the World” by Kristine O’Connell George

### WRITING

Critical Knowledge and Skills	Standards
Write opinion essays of two pages or more	W.5.1



to introduce a topic clearly, state an opinion, create a logical organizational structure, provide reasons supported by facts or details from texts (quoted when appropriate), link opinions using transitions, and provide a conclusion.	W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of grammar and mechanics conventions including conjunctions, prepositions, interjections, shifts in verb tense, commas, identifying titles of words, and correlative conjunctions	L.5.1 L.5.2 L.5.3
Use context, affixes, roots, relationships between words, and resource materials to	L.5.4 L.5.5

determine meanings of new words.	L.5.6
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5
<b>Suggested Materials/Educational Resources</b>	

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Opinion Task</li> </ul>
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<p><b>Anchor Text (Trade Book):</b> Informational Text, <i>Explorers: Triumphs and Troubles</i> by Paul Mason (1000L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, <i>Pedro’s Journal</i> by Pan Conrad (1020L)</p> <p><b>Supporting Text (Text Collection):</b> Literary Text, “Secrets of the Canyon Cave” by Gaby Triana (810L)</p> <p><b>Poetry:</b>  “A Map and a Dream” by Karen O’Donnell Taylor  “Cliff Dwelling” by John Gould Fletcher  “Learning the World” by Kristine O’Connell George</p>	

**District/School Writing Tasks**

Task	Primary Focus	Secondary Focus
Opinion Task	Students will write an opinion essay stating whether the positive or negative aspects of exploration had a greater effect on societies. Students will: <ul style="list-style-type: none"> <li>• introduce the topic and</li> </ul>	Grammar and mechanics, speaking and listening

	<p>state an opinion.</p> <ul style="list-style-type: none"><li>• create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li><li>• provide logically ordered reasons with facts and details to support their opinion.</li><li>• link their opinion with reasons using words, phrases, and clauses.</li><li>• provide a conclusion.</li><li>• provide a list of sources</li></ul>	
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

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## Unit 4 - Module B

### Essential Questions

How do readers determine multiple themes and main ideas in texts?  
 How do writers develop a strong conclusion when writing an opinion?

### READING

Critical Knowledge and Skills	Standards
Utilize key details and quoted text to identify, summarize, analyze, and compare/contrast key themes, patterns or structures, reasons and evidence, and points of view of various grade-level literature and informational text.	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.10 RI.5.8 RI.5.9
Determine the meaning of words and phrases including figurative language, academic vocabulary, and domain-specific language.	RL.5.4 RI.5.4
Analyze the contribution of multiple visual and multimedia elements to the understanding of topics, noting similarities and differences in point of view.	RL.5.7 RI.5.7

### Suggested Materials/Educational Resources

**Anchor Text (Trade Book):** Literary Text, *Beyond the Horizon* by Paul B. Mason (890L)  
**Supporting Text (Trade Book):** Informational Text, *Explorers of North America* by Christine Taylor-Butler (650L)  
**Supporting Text (Text Collection):** Informational Text, *New Beginnings: Jamestown and the Virginia Colony* by Daniel Rosen (610L)  
**Poetry:**  
 “Latitude Longitude Dreams” by Drew Lamm and James Hildreth

“Christopher Columbus” by J. Patrick Lewis  
 “Early Explorers” by Marilyn Singer

WRITING	
Critical Knowledge and Skills	Standards
Write opinion essays of two pages or more to introduce a topic clearly, state an opinion, create a logical organizational structure, provide reasons supported by facts or details from texts (quoted when appropriate), link opinions using transitions, and provide a conclusion.	W.5.1 W.5.4 W.5.6 W.5.10
Revise work using suggestions given by both adults and peers	W.5.5
Publish work using technology or the internet	W.5.6
Use the internet or other sources to gather information for summarization and draw on that information to support analysis, reflection, or research.	W.5.7 W.5.8, W.5.9
<b>Suggested Materials/Educational Resources</b>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Engage in various collaborative discussions to draw on previous knowledge, follow norms and roles and pose and respond to specific questions.	SL.5.1
Report on a topic including summarizing written information, presenting an opinion, supporting claims with evidence, and adapting the speech to the audience.	SL.5.2 SL.5.4 SL.5.6
Use multimedia components to enhance presented material	SL.5.5
<b>Suggested Materials/Educational Resources</b>	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of grammar and mechanics conventions including	L.5.1 L.5.2

conjunctions, prepositions, interjections, shifts in verb tense, commas, identifying titles of words, and correlative conjunctions	L.5.3
Use context, affixes, roots, relationships between words, and resource materials to determine meanings of new words.	L.5.4 L.5.5 L.5.6
Interpret and demonstrate understanding of figurative language, common idioms and adages,	L.5.5
<b>Suggested Materials/Educational Resources</b>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Selection Texts</li> <li>● Daily writing tasks</li> <li>● Small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Based Assessment Task – Opinion Task</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p><b>Anchor Text (Trade Book):</b> Literary Text, <i>Beyond the Horizon</i> by Paul B. Mason (890L)</p> <p><b>Supporting Text (Trade Book):</b> Informational Text, <i>Explorers of North America</i> by Christine Taylor-Butler (650L)</p> <p><b>Supporting Text (Text Collection):</b> Informational Text, <i>New Beginnings: Jamestown and the Virginia Colony</i> by Daniel Rosen (610L)</p> <p><b>Poetry:</b>  “Latitude Longitude Dreams” by Drew Lamm and James Hildreth  “Christopher Columbus” by J. Patrick Lewis  “Early Explorers” by Marilyn Singer</p>		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Opinion Task	Students will use the information on pp. 30–31 of	Grammar and mechanics, speaking and listening

	<p><i>Explorers of North America</i> as well as what they have learned about explorations to write an opinion essay. They will name five items they think would be the most important to bring on an exploration.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• introduce the topic and state their opinions.</li><li>• use an organizational structure in which ideas are logically grouped to support why these items would be the most important.</li><li>• provide logically ordered reasons with facts and details to support their opinion.</li><li>• link their opinion with reasons using words, phrases, and clauses.</li><li>• provide a conclusion.</li></ul>	
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**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

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