

<p>Unit 1: Quarter 1 Battling Adversity- Realistic Fiction Genre Study</p> <p>Unit Description In this unit, students will read the novel, <u>Wonder</u> to learn the importance of compassion and acceptance for others, as well as how children can overcome adversity. Students will read a variety of realistic fiction passages to learn about the common themes and characteristics of the genre. Students will gain knowledge of how their own actions can contribute to the good of the greater community.</p>	<p>Anchor Text(s) <u>Wonder</u> by RJ Palacio</p> <p>Excerpts from several realistic fiction novels</p> <p>A variety of informational articles</p> <p>Essential Questions/ Enduring Understandings</p> <ul style="list-style-type: none"> • How can kids overcome adversity? • What impact does adversity have on the people in a community? • What are the common themes and characteristics of realistic fiction and how can writers use these ideas to develop their own short stories? • How is the solution a result of the character’s actions? • Explain how the themes of realistic fiction reflect everyday human experiences or messages about people. 	<p>Reading Standards*</p> <p>RL 5.2 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>RL 5.3 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>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI 5.5 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*</p> <p>W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, and provide a list of sources</p> <p>Language Standards*</p> <p>L 5.1a: Explain the function of conjunctions, prepositions, and interjections.</p> <p>L 5.1b: Form and use the perfect verb tenses.</p> <p>L 5.1c: Use verb tense to convey various times.</p> <p>L 5.1d: Recognize and correct inappropriate shifts in verb tense.</p> <p>L 5.1e: Use correlative conjunctions.</p> <p>L 5.2a: Use punctuation to separate items in a series.</p> <p>L 5.2b: Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L 5.2c: Use a comma to set off words the words yes and now, tag questions, and indicate direct address.</p> <p>L5.2d: Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L 5.3b: Compare and contrast varieties of English.</p> <p>L 5.5a: Interpret figurative language.</p> <p>L 5.5b: Recognize and explain idioms, adages, proverbs.</p> <p>Speaking and Listening Standards*</p>
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* See page 5 for a list of additional standards that are in every unit.

<p>Unit 2: Quarter 2 Human Rights</p> <p>Unit Description Students will build knowledge about human rights, and begin to understand how people respond when those rights are challenged.</p>	<p>Anchor Text(s) <u>Human Rights Activist</u> by Ellen Rodger</p> <p>Essential Questions/ Enduring Understandings</p> <ul style="list-style-type: none"> • What are human rights? • What is the relationship between main idea(s) and details in a text(s)? • How have people’s experiences and relationships with others led to the acknowledgement of human rights? • How is your definition of human rights shaped by themes found in various texts? 	<p>Reading Standards*</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Writing Standards*</p> <p>W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, and provide a list of sources</p>
			<p>Language Standards*</p> <p>L 5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L 5.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>L 5.4c: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>L 5.5c: Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</p>
			<p>Speaking and Listening Standards*</p>

<p>Unit 3: Quarter 3 Exploration, Real and Imagined</p> <p>Unit Description Students will examine characters and individuals to gain an understanding of what motivates them and how they respond to challenges, and students will analyze how the setting/environment and events impact the story and character development.</p>	<p>Anchor Text(s) <u>Where the Mountain Meets the Moon</u> by Grace Lin</p> <p>Essential Questions/ Enduring Understandings</p> <ul style="list-style-type: none"> • What do people, real or imagined, learn from exploring their world? • What motivates people to explore and is exploration worth the risk? 	<p>Reading Standards*</p> <p>RL 5.3 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>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI 5.5 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>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Writing Standards*</p> <p>W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, and provide a list of sources</p> <p>Language Standards*</p> <p>L 5.2a: Use punctuation to separate items in a series.</p> <p>L 5.2b: Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L 5.2c: Use a comma to set off words the words yes and now, tag questions, and indicate direct address.</p> <p>L5.2d: Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L 5.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>L 5.5a: Interpret figurative language.</p> <p>L 5.5b: Recognize and explain idioms, adages, proverbs.</p> <p>L 5.5c: Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Speaking and Listening Standards*</p>
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<p>Unit 4: Quarter 4 Personal Perspectives of Conflict During World War II</p> <p>Unit Description Students will examine a variety of perspectives and gain an understanding of how point of view impacts the way the events are described.</p>	<p>Anchor Text(s) <u>Ten Thousand Children</u> by Anne Fox and Eva Abraham-Podietz</p> <p>Essential Questions/ Enduring Understandings</p> <ul style="list-style-type: none"> • Compare and contrast the most important points presented by two texts on the same topic. • Explain and describe how WWII impacted individuals from different backgrounds. 	<p>Reading Standards*</p> <p>RL 5.6: Describe how a narrator’s or speaker’s point of view influences how events are being described.</p> <p>RI 5.2: Determine main ideas, explain how they are supported by key details; summarize.</p> <p>RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text.</p> <p>RI 5.6: Analyze multiple account of the same event or topic, noting similarities and differences.</p> <p>RI 5.7: Draw on information from multiple sources, demonstrating the ability to answer a question or solve a problem efficiently.</p>	<p>Writing Standards*</p> <p>W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, and provide a list of sources</p>
			<p>Language Standards*</p> <p>L 5.1a: Explain the function of conjunctions, prepositions, and interjections.</p> <p>L 5.1b: Form and use the perfect verb tenses.</p> <p>L 5.1c: Use verb tense to convey various times.</p> <p>L 5.1d: Recognize and correct inappropriate shifts in verb tense.</p> <p>L 5.1e: Use correlative conjunctions.</p> <p>L 5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L 5.3b: Compare and contrast varieties of English.</p> <p>L 5.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>L 5.4c: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
			<p>Speaking and Listening Standards*</p>

Reading Standards

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI 5.5: 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.

RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing Standards

W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W 5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.

W 5.10: Write routinely over extended time frames and shorter time frames.

Language Standards

L 5.2e: Spell grade-appropriate words correctly, consulting references as needed.

L 5.4b: Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

L 5.6: Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Speaking and Listening Standards

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)