

Elementary/Middle - 5th Grade ELA

North Boone CUSD 200

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: Module 8: A New Home	<i>20 lessons</i>
 Unit 2: Novel Study	<i>20 lessons</i>
 Unit 3: Module 9: Unexpected, Unexplained	<i>15 lessons</i>
 Unit 4: Module 3: Natural Disasters	<i>20 lessons</i>
 Unit 5: Novel Study	<i>20 lessons</i>
 Unit 6: Module 2: What a Story	<i>15 lessons</i>
 Unit 7: Module 4: Wild West	<i>15 lessons</i>

Unit 1: Module 8: A New Home

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STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.SL.5.1a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.5.1b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.5.8

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Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.RL.5.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RF.5.4a

Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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).

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CCSS.ELA-Literacy.W.5.3a
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.5.9a
Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CCSS.ELA-Literacy.L.5.5a
Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.3d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.3e
Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.2e
Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.5.4b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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CCSS.ELA-Literacy.SL.5.1d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

PRIORITY STANDARDS

CCSS.ELA-Literacy.SL.5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will use their knowledge of procedural text structure.• Students will analyze how the poet's words and the poem's structure can help them determine the overall theme.• Students will apply their understanding of genre by focusing on how the author develops conflict and helps readers relate to the characters' feelings.• Students will apply their understanding of realistic fiction.	How do people adapt to new experiences and make a new place home?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ theme◦ central idea◦ plot elements: rising action, climax, falling action, resolution◦ conflict◦ narrative poem◦ free verse poem◦ stanza◦ rhyme scheme◦ figurative language: simile, metaphor, onomatopoeia, alliteration, hyperbole, personification, idiom◦ dialogue◦ tone◦ voice◦ realistic fiction◦ inference	<ul style="list-style-type: none">• Recognize the features of informational text.• Identify the theme of a selection.• Determine a central idea and supporting details.• Create mental pictures.• Identify the theme of a poem.• Determine the author's tone and voice.• Explain how visuals can contribute to the author's tone.• Make inferences and use text evidence to support understanding.• Analyze plot elements, including rising actions, climax, falling action, and resolution.• Understand conflict and what it contributes to a story.• Use reading strategies to monitor comprehension.• Analyze the author's techniques in character development.• Understand common plot devices.

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ author's purpose	<ul style="list-style-type: none">• Ask and answer questions about text.• Recognize the elements of poetry, including the use of figurative language and imagery.• Infer multiple themes within a text.• Analyze the use of print and graphic features to achieve author's purpose.• Participate in shared research projects.• Gather information and evidence from sources to use in writing.

LEARNING PLAN

Unit Resources:

- HMH Into Reading - Module 8

Summary of Learning Activities:(including lessons from Into Reading)

- Module 8, Week 1
 - Moving to a New Country: A Survival Guide
 - A Movie in My Pillow
- Module 8, Week 2
 - From Scratch
 - Elisa's Diary
- Module 8, Week 3
 - Inside Out and Back Again

Unit 2: Novel Study

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STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
CCSS.ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

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formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.5.2b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-Literacy.W.5.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2e

Provide a concluding statement or section related to the information or explanation presented

PRIORITY STANDARDS

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will understand plot structure and how it develops throughout a novel.• Students will understand how point of view is essential to a novel's development.• Students will understand how characters overcome difficult situations.	How do people overcome difficult circumstances or situations?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ plot structure◦ character◦ prediction◦ theme◦ realistic fiction◦ point of view◦ character traits◦ conflict◦ resolution	<ul style="list-style-type: none">• Identify the elements of plot structure in a text.• Analyze how the author develops characters.• Compare and contrast characters and their behaviors.• Explain how point of view impacts a novel's development.• Apply understanding of realistic fiction.• Infer themes within a text.• Identify events that lead to the story's conflict and resolution.• Understand conflict and what it contributes to a story.• Make and confirm predictions.• Generate questions about a text.• Identify literary elements within a text.• Understand how authors use characters' words to reveal their traits.• Gather information and evidence from sources.• Write informational texts that includes central ideas, supported by evidence.

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LEARNING PLAN

Unit Resources:

- Novels
 - Out of My Mind
 - On My Honor

Summary of Learning Activities:(including lessons from Into Reading)

- Chapter Comprehension Questions
- Learning Games: Kahoot, Blooket
- Class Discussions

Unit 3: Module 9: Unexpected, Unexplained

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STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)

CCSS.ELA-Literacy.SL.5.1c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.RL.5.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.5.5a

Interpret figurative language, including similes and metaphors, in context.

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CCSS.ELA-Literacy.L.5.5b
Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.W.5.9b
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.RI.5.7
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.
CCSS.ELA-Literacy.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the

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text.
CCSS.ELA-Literacy.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.5.3a
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.2e

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Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-Literacy.L.5.3a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3c

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3e

Provide a conclusion that follows from the narrated experiences or events.

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PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.5.1/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will apply their knowledge of the features of an informational text, and make inferences about details that support the author’s central idea.• Students confirm that all parts of a story must fit together so that the ending feels satisfying and complete.• Students will learn to recognize characteristics of informational videos and how narration, reenactments, and other visuals work together to explain the Loch Ness Monster photograph hoax.• Students apply their knowledge of informational text features, and determine the difference between a fact and an opinion.• Students will analyze literary elements and how tone and mood contribute to the theme of a text.	<p>What makes something mysterious, and what makes people want to solve mysteries?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ prediction◦ author's purpose◦ conflict◦ resolution◦ imagery◦ point of view◦ narrator◦ mood◦ informational text◦ text features◦ fact◦ opinion	<ul style="list-style-type: none">• Explain the author’s purpose for writing the text.• Identify the features of an informational text.• Synthesize information to create new understandings.• Make and confirm a prediction about the text.• Analyze how the author develops characters.• Identify events that lead to the story’s conflict and its resolution.• Describe how sensory words help to create imagery.• Make and confirm predictions about a video and about a text.• Analyze media techniques used in informational

Unit 3: Module 9: Unexpected, Unexplained

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>videos.</p> <ul style="list-style-type: none">• Understand how visual media helps to clarify concepts.• Identify facts and opinions and their supporting details.• Explain the author's use of text and graphic features.• Synthesize text and graphic features to better understand key ideas.• Make inferences about the text.• Identify text that builds an exciting or mysterious mood.• Recognize the point of view in a selection.• Write a story that creates a setting using sensory details and that describes what the character hears and sees.• Incorporate dialogue into your narrative story.

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LEARNING PLAN

Unit Resources:

- HMH Into Reading - Module 9

Summary of Learning Activities:(including lessons from Into Reading)

- Module 9, Week 1
 - Why People Love Mysteries
 - Mr. Linden's Library
- Module 9, Week 2
 - The Loch Ness Monster
 - Finding Big Foot
- Module 9, Week 3
 - The Secret Keepers
- Writing Workshop
 - The Egypt Game (optional with Writing Workshop)

Unit 4: Module 3: Natural Disasters

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STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.RF.5.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.L.5.3a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
CCSS.ELA-Literacy.W.5.1a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1b
Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1c
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1d
Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.5.6

Unit 4: Module 3: Natural Disasters

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CCSS.ELA-Literacy.SL.5.1a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.RI.5.1

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.5.5a

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.L.5.5b

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.RI.5.7

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.

CCSS.ELA-Literacy.RI.5.9

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

Unit 4: Module 3: Natural Disasters

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CCSS.ELA-Literacy.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.5.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy.SL.5.1b
Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Unit 4: Module 3: Natural Disasters

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

CCSS.ELA-Literacy.RF.5.4b
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
CCSS.ELA-Literacy.SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.L.5.2e
Spell grade-appropriate words correctly, consulting references as needed.

Unit 4: Module 3: Natural Disasters

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

PRIORITY STANDARDS

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information

CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-Literacy.W.5.1d: Provide a concluding statement or section related to the opinion presented.

Unit 4: Module 3: Natural Disasters

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will learn to recognize characteristics of narrative nonfiction, understand how a text’s structure helps connect ideas and how they relate to each other, and explain the purpose of sensory language in narrative nonfiction.• Students will learn how to understand the features of informational videos and how narration and visuals work together.• Studies will learn how to use domain-specific words, text features, and images to build understanding.	How can learning about natural disasters make us safer?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ narrative nonfiction◦ word choice◦ text features: inset, image, sidebar◦ text structure◦ main idea◦ author's purpose◦ argumentative essay	<ul style="list-style-type: none">• Recognize the characteristics of narrative nonfiction.• Understand the effects of an author’s word choice on readers.• Make and confirm predictions using text features and structures.• Use reading strategies to monitor comprehension.• Analyze text structure in narrative nonfiction.• Identify features of informational videos.• Evaluate the effectiveness of an informational video.• Identify features in an informational text.• Identify more than one main idea in a text.• Generate questions and answers about a text.• Explain how features—such as insets, images, and sidebars—support understanding.• Use context to determine the relevant meaning of

Unit 4: Module 3: Natural Disasters

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>unfamiliar words or multiple-meaning words.</p> <ul style="list-style-type: none">• Analyze how the use of text structure contributes to the author’s purpose.• Learn and apply strategies for writing to a prompt.• Write an argumentative text supporting the opinion with text evidence.• Gather information and evidence from sources.

LEARNING PLAN

Unit Resources:

- HMH Into Reading - Module 3

Summary of Learning Activities:(including lessons from Into Reading)

- Module 3, Week 1
 - Who Studies Natural Disasters?
 - Eruption! Volcanoes and the Science of Saving Lives
- Module 3, Week 2
 - Between the Glacier and the Sea: The Alaska Earthquake
 - Quaking Earth, Racing Waves
- Module 3, Week 3
 - Hurricanes: The Science Behind Killer Storms
- Writing Workshop
 - Green City

Unit 5: Novel Study

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.10

Unit 5: Novel Study

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.W.5.4

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

PRIORITY STANDARDS

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

Unit 5: Novel Study

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will understand that historical fiction incorporates historical events with fictional characters.• Students will identify events that lead to the story's conflict and its resolution.• Students will analyze literary elements and how tone and mood contribute to the theme of a text.• Students will learn to recognize the characteristics of historical fiction and how the true-to-life setting helps shape the story.	<ul style="list-style-type: none">• How do historical events impact characters' lives?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ theme◦ conflict◦ resolution◦ cause and effect◦ author's voice◦ setting / time period◦ structure◦ textual evidence◦ tone◦ mood◦ point of view	<ul style="list-style-type: none">• Identify events that lead to the story's conflict and resolution.• Identify a story's theme.• Understand conflict and what it contributes to the story.• Understand how language contributes to author's voice.• Make and confirm predictions.• Analyze characters and the decisions they make.• Explain how the time period of a text impacts the characters and themes.• Identify the story's structure.• Use textual evidence to support understanding of the text.• Identify cause and effect story structure.• Explain how point of view impacts a novel's development.• Explain how tone and mood contribute to a story's theme.

Unit 5: Novel Study

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

LEARNING PLAN

Unit Resources:

- Novels
 - The Watsons Go to Birmingham
 - Souder

Summary of Learning Activities:

- Chapter Comprehension Questions
- Learning Games: Kahoot, Blooket
- Class Discussions

Unit 6: Module 2: What a Story

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RF.5.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.5a
Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.L.5.5b
Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.5.4

Unit 6: Module 2: What a Story

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.5.9a

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-Literacy.W.5.3a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3c

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3e

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.5.3b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

PRIORITY STANDARDS

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

Unit 6: Module 2: What a Story

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students discover that stories come in many forms—fiction and nonfiction books, myths and fables, plays, movies, poems, and even songs, and that each has its own unique characteristics.• Students will learn how to visualize in order to understand details in journal entries and plans for exploration.• Students will apply their understanding of genre, story structure, and context clues to a text.• Students will learn to recognize characteristics of drama, identify figurative language, and recognize the central idea in a play.	How does genre affect the way a story is told?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ theme◦ figurative language◦ story structure: rising action, climax, falling action, resolution◦ cause and effect◦ character traits◦ elements of drama: scene, stage directions, dialogue◦ short story◦ narration	<ul style="list-style-type: none">• Synthesize information to create new understanding, and use reading strategies to monitor comprehension.• Identify literary elements: story, structure, and plot.• Recognize how authors use figurative language to bring a story to life, and understand how authors use characters' words to reveal their traits.• Create mental images.• Identify story structure (rising action, climax, falling action, resolution).• Identify cause-and-effect relationships.• Identify the elements of drama.• Recognize figurative language.• Understand how stage directions help to develop characters.• Generate questions about a text.

Unit 6: Module 2: What a Story

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Explain the author’s purpose for writing a text.• Understand the theme of the text.• Write a story that includes a specific setting, interesting characters, a clearly defined sequence of events for the conflict, and dialogue that develops the story.

LEARNING PLAN

Unit Resources:

- HMH Into Reading - Module 2

Summary of Learning Activities:(including lessons from Into Reading)

- Module 2, Week 1
 - Airborn
- Module 2, Week 2
 - The Miracle of Spring
- Writing Workshop
 - Options for Mentor Text
 - The Mesmer Menace
 - Novels from previous novel units
 - The Egypt Game

Unit 7: Module 4: Wild West

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

STANDARDS

National Common Core - Grade 5 - English Language Arts (ELA)
CCSS.ELA-Literacy.W.5.2a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2c
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.2e
Provide a concluding statement or section related to the information or explanation presented
CCSS.ELA-Literacy.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.5.3a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.5.5

Unit 7: Module 4: Wild West

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

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.
CCSS.ELA-Literacy.RF.5.4a
Read on-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.5.4b
Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.RI.5.8

Unit 7: Module 4: Wild West

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Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RL.5.1

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

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.L.5.3b

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CCSS.ELA-Literacy.L.5.5a

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

Unit 7: Module 4: Wild West

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.5.1/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-Literacy.W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2e: Provide a concluding statement or section related to the information or explanation presented

Unit 7: Module 4: Wild West

Elementary/Middle - 5th Grade ELA - Last Updated on June 29, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will learn to recognize characteristics of a sequence text structure as they explore the reasons behind the westward expansion of the United States in the 1800s.• Students will learn to recognize and analyze characteristics of informational texts, such as graphics, sidebars, and fact boxes, and identify the central idea.• Students will apply their understanding of genre, main idea, and details that support that main idea.• Students will learn to recognize characteristics of historical videos and how narration and visuals work together to explain concepts or relate events.• Students will learn to recognize the characteristics of historical fiction and how the true-to-life setting helps shape the story.• Students will apply their understanding of genre, point of view, and dialects to the text.	<p>What character traits were needed in people who settled the West?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary:<ul style="list-style-type: none">◦ text structure◦ sequence◦ cause and effect◦ problem/solution◦ transition words◦ author's tone◦ author's voice◦ main idea / central idea◦ literary elements: character and setting◦ character traits	<ul style="list-style-type: none">• Recognize the features of informational text.• Identify a sequence or cause/effect text structure.• Identify transition words within a text's structure.• Synthesize information.• Identify the central idea in a selection.• Describe a problem/solution text structure.• Recognize the author's tone and voice.• Monitor comprehension and clarify meanings.• Recognize the main idea of a text.• Identify evidence to support the main idea.• Identify the cause-and-effect story structure.

Unit 7: Module 4: Wild West

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ point of view◦ dialect	<ul style="list-style-type: none">• Analyze media techniques used in informational/historical videos.• Understand how visual media helps to clarify concepts.• Create mental images.• Identify literary elements of characters and settings.• Explain how to recognize point of view in a text.• Understand how authors use dialect to develop characters.

LEARNING PLAN

Unit Resources:

- HMH Into Reading - Module 4

Summary of Learning Activities:(including lessons from Into Reading)

- Module 4, Week 1
 - Reasons for Westward Expansion
 - Explore the Wild West!
- Module 4, Week 2
 - The Celestials' Railroad
 - Homesteading
- Module 4, Week 3
 - A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840