

Springfield School District - Integrated Elementary Curriculum

Grade-5 Unit-1

Essential Question - *How does cooperation and conflict impact civilization?*

	<p>Reading Focus: CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.5.M-R Narrative Writing Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.A-F Informative and Explanatory Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Content Area Focus: <i>Community, Exploration and Colonization</i></p>
<p>1</p> <p>9/3 - 9/6</p>	<p>Instructional Focus: Understanding myself as a learner (growth mindset and metacognition)</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details from the text.</p> <p>EO5.A-K.1.1.3- <i>Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details from the text.</i></p> <p>Establish a learning community (getting to know you activities...)</p> <p>Resources/Lessons:</p> <p>Growth Mindset Lesson</p> <p>Strategies of an Effective Reader Lesson Plan</p> <p>1st read-what it says</p> <p>2nd-how it says it</p> <p>3rd- what it means</p> <p>Popsicle Stick Bridge-Storyworks</p> <p>Close reading Activity</p> <p>Close Reading OREO Activity</p>	<p>Instructional Focus:</p> <p>CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.T Writing Process Develop and strengthen writing by planning, revising, editing or rewriting.</p> <p>Resources/Lessons:</p> <p>Introduction to the Writing Process with brief Personal Narrative writing piece(s) including Growth Mindset goal setting and/or Responsive Classroom Hopes and Dreams.</p>	<p>Instructional Focus: Establish a learning community (getting to know you activities...)</p> <p>Standards/Eligible Content:</p> <p>SS Standards: 5.1.5.A, 5.2.5.A, 5.2.5.B, 5.3.5.S</p> <p>Resources/Lessons:</p> <p>Responsive Classroom First 6 weeks activities.</p>
1st week 2 half days and 2 full days			

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	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
2 9/9 - 9/13	<p>Instructional Focus: CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>Eligible Content: E05.A-K.1.1.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</i></p> <p>Resources/Lessons: Ready PA Core Reading (RPACR) Unit 1 Lesson 1 Finding Main Ideas and Details</p> <p>Vocabulary Lessons: Unit 1 Week 1</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.N - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence CC.1.4.5.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible Content: E05.C.1.3.1 <i>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</i> E05.D.1.1.6 <i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p>Resources/Lessons: Continue with review of the Writing Process with brief Personal Narrative writing piece(s) including Growth Mindset goal setting and/or Responsive Classroom Hopes and Dreams. Optional Personal Narrative support resources: BAW Unit 3 Personal Narrative</p> <p>Grammar Skills: BAW Lesson 1: Complete Sentences</p>	<p>Instructional Focus: Identify and explain influences that led to exploration</p> <p>Standards/Eligible Content: SS: 8.1.5.B, 8.1.5.A ELA: CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3CC.1.2.5.F, E05.B-V.4.1.1</p> <p>Resources/Lessons: Ready PA Core Reading (RPACR) Unit 1 Lesson 4a Explaining Relationships in Scientific and Technical Texts</p>
Start i-Ready Diagnostic Testing			

Grade-5 Unit-1		Essential Question - <i>How does cooperation and conflict impact civilization?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
3 9/16 - 9/20	<p>Instructional Focus: <i>CC.1.3.5.B</i> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>Eligible Content: <i>E05.A-K.1.1.1</i> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p>Resources/Lessons: RPACR- Unit 1 Lesson 2 Summarizing Informational Text</p> <p>Vocabulary Lessons: Unit 1-Assessment Week</p>	<p>Instructional Focus: <i>CC.1.4.5.M</i> Write narratives to develop real or imagined experiences or events. <i>CC.1.4.5.N</i> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence <i>CC.1.4.5.R</i> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Eligible Content: <i>E05.C.1.3.1</i> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. <i>E05.D.1.1.6</i> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>Resources/Lessons: RCCW Lesson 2 Writing to Inform - Article Steps 1-2</p> <p>Grammar Skills: BAW Lesson 2: Compound Sentences</p>	<p>Instructional Focus: Identify and explain influences that led to exploration</p> <p>Standards/Eligible Content: SS: 8.1.5.B, 8.1.5.A ELA: CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3CC.1.2.5.F, E05.B-V.4.1.1</p> <p>Resources/Lessons: RPACR-Unit 1 Lesson 4b Explaining Relationships in Historical Texts</p>

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	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
4 9/23 - 9/27	<p>Instructional Focus: CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>Eligible Content: E05.B-K.1.1.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text</i></p> <p>Resources/Lessons: RPACR Unit 1 Lesson 3 Using Details to Support Inferences</p> <p>Vocabulary Lessons: Unit 2 - Week 1</p>	<p>Instructional Focus: CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>Eligible Content: E05.C.1.2.1 <i>Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</i> E05.C.1.2.2 <i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i> E05.C.1.2.3 <i>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</i> E05.C.1.3.4 <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p>E05.D.2.1.1 <i>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p>E05.D.2.1.2 <i>Choose words and phrases to convey ideas precisely.</i></p> <p>Resources/Lessons: RCCW Lesson 2 Writing to Inform - Article Steps 3-4</p> <p>Grammar Skills: RPACR - Language Handbook Lesson 13 Combining Sentences</p>	<p>Instructional Focus: Understand early colonization groups and the impact of conflict and cooperation.</p> <p>Standards/Eligible Content: SS: 8.3.5.D, 8.1.5.A, 5.2.5.B, 5.3.5.F ELA: CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 3-5): Day 1: Perilous Voyage from Toolkit Texts pgs. 10-11 Day 2 & 3 Columbus and Columbian Exchange Day 4: Reasons for Exploration (Spain, England, France) Day 5: Weekly Wrap-Up/Extension Activities</p> <p>Assessment Exit Ticket 1</p>

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	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
5 9/30 - 10/4	<p>Instructional Focus: CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>Eligible Content: E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Interim Assessment</p> <p>Vocabulary Lessons:</p> <p>Unit 2 - Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B Identify and introduce the topic clearly. CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>Eligible Content: E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 2 Writing to Inform - Article Steps 5-6</p> <p>Grammar Skills:</p> <p>BAW Lesson 3: Dependent and Independent Clauses</p>	<p>Instructional Focus: Understand early colonization groups and the impact of conflict and cooperation.</p> <p>Standards/Eligible Content: SS: 8.3.5.D, 8.1.5.A, 5.2.5.B, 5.3.5.F ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 3-5): Perilous Voyage from Toolkit Texts pgs. 10-11 Columbus and Columbian Exchange Reasons for Exploration (Spain, England, France) Setting Sail (Colonial Toolkit, pgs. 7-9) Roanoke Jamestown Pilgrims Puritans & Massachusetts Bay Colony French & Dutch Colonies Day 5: Weekly Wrap Up/Extension Activities</p> <p>Encounter by Jane Yolen *Encounter *Encounter Notebook</p> <p>Assessment: Exit Ticket 2 Persuasive Explorer Essay</p>

Grade-5 Unit-1		Essential Question - <i>How does cooperation and conflict impact civilization?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
6 10/7 - 10/11	<p>Instructional Focus: <i>CC.1.3.5.A</i> Determine a theme of a text 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>Eligible Content: <i>E05.A-K.1.1.2 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.</i></p> <p>Resources/Lessons: RPACR Unit 2 Lesson 5 Compare and Contrast Characters in a Drama</p> <p>Vocabulary Lessons: Unit 3 - Week 1</p>	<p>Instructional Focus: <i>CC.1.4.5.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><i>CC.1.4.5.B</i> Identify and introduce the topic clearly.</p> <p><i>CC.1.4.5.C</i> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><i>CC.1.4.5.D</i> Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>Eligible Content: <i>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p><i>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</i></p> <p>Resources/Lessons: RCCW Lesson 2 Writing to Inform - Article Steps 7-9</p> <p>Grammar Skills: BAW Lesson 4: Combining Sentences BAW Lesson 5: Sentence Fragments and Run-on Sentences</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Standards/Eligible Content: SS:8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 3-5): Perilous Voyage from Toolkit Texts pgs. 10-11 Columbus and Columbian Exchange Reasons for Exploration (Spain, England, France) Setting Sail (Colonial Toolkit, pgs. 7-9) Roanoke Jamestown Pilgrims Puritans & Massachusetts Bay Colony French & Dutch Colonies Day 5: Weekly Wrap Up/Extension Activities</p> <p>Paired Text <u>TDQ Lesson</u></p> <p>The Dream Ship and The Dream-Poems <u>TDQ- The Dream Ship & The Dream</u></p> <p>Assessment: Exit Ticket 3</p>

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: CC.1.3 Reading Literature CC.1.4.5.S Writing in Response to Text	Writing Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Content Area Focus: Community, Exploration and Colonization
<p>7</p> <p>10/14 - 10/18</p>	<p>Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. Eligible Content: E05.A-K.1.1.2 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>Resources/Lessons: RPACR- Unit 2 Lesson 6 Compare and Contrast Settings and Events</p> <p>Vocabulary Lessons: Unit 3 Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. Eligible Content: E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Resources/Lessons: District Scored Writing Task - Writing to a Prompt</p> <p>Grammar Skills: BAW Lesson 6 Review -</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Standards/Eligible Content: SS: 8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 6-9): Paired Texts-Colonization Toolkits On the Backs of Laborers (130-132) Africans in New Amsterdam (pgs 114-116) Life in Colonial America (pgs. 106-107) Build Our Nation (pgs. 158-228) New England Colonies Middle Colonies Southern Colonies</p> <p>Assessment: Exit Ticket</p>

District Scored Writing Task - Writing to a Prompt

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: <u>CC.1.3</u> <i>Reading Literature</i> <u>CC.1.4.5.S</u> <i>Writing in Response to Text</i>	Writing Focus: <u>CC.1.4.5.M</u> <i>Write narratives to develop real or imagined experiences or events.</i>	Content Area Focus: <i>Community, Exploration and Colonization</i>
8 10/21 - 10/25	<p>Instructional Focus: <u>CC.1.3.5.A</u> Determine a theme of a text 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>Eligible Content: <u>E05.A-K.1.1.2</u> <i>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.</i></p> <p>Resources/Lessons: RPACR Unit 2 Lesson 7- Finding the Theme of a Story or Drama</p> <p>Vocabulary Lessons: Unit 4 - Week 1</p>	<p>Instructional Focus: <u>CC.1.4.5.M</u> Write narratives to develop real or imagined experiences or events.</p> <p><u>CC.1.4.5.N</u> Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p><u>CC.1.4.5.O</u> Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CC.1.4.5.P</u> Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>Eligible Content: <u>E05.C.1.3.1</u> <i>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</i></p> <p><u>E05.C.1.3.2</u> <i>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i></p> <p><u>E05.C.1.3.3</u> <i>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i></p> <p><u>E05.C.1.3.4</u> <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p>Resources/Lessons: RCCW Lesson 4 Analyzing Literature - Essay Steps 1-2</p> <p>Grammar Skills: BAW Lesson 7 Nouns and Possessive Nouns</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Standards/Eligible Content: SS: 8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 6-9): Paired Texts-Colonization Toolkits On the Backs of Laborers (130-132) Africans in New Amsterdam (pgs 114-116) Life in Colonial America (pgs. 106-107) Build Our Nation (pgs. 158-228) New England Colonies Middle Colonies Southern Colonies</p> <p>Assessment: Exit Ticket</p>

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: CC.1.3 Reading Literature CC.1.4.5.S Writing in Response to Text	Writing Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Content Area Focus: Community, Exploration and Colonization
9 10/28 - 11/01	<p>Instructional Focus: CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>Eligible Content: E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Resources/Lessons: RPACR- Unit 2 Lesson 8 Finding the Theme of a Poem</p> <p>Vocabulary Lessons: Unit 4 - Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Eligible Content: E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</p> <p>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</p> <p>E05.D.2.1.4 Choose words and phrases for effect.</p> <p>Resources/Lessons: RCCW Lesson 4 Analyzing Literature - Essay Steps 3-4</p> <p>Grammar Skills: BAW Lesson 8 Subject and Object Pronouns Lesson 9 Possessive Pronouns</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Standards/Eligible Content: SS:8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p> <p>Resources/Lessons (weeks 6-9): Paired Texts-Colonization Toolkits On the Backs of Laborers (130-132) Africans in New Amsterdam (pgs 114-116) Life in Colonial America (pgs. 106-107) Build Our Nation (pgs. 158-228) New England Colonies Middle Colonies Southern Colonies</p> <p>Assessment: Exit Ticket</p>

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: CC.1.3 Reading Literature CC.1.4.5.S Writing in Response to Text	Writing Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Content Area Focus: Community, Exploration and Colonization
10 11/4 - 11/8	<p>Instructional Focus: CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. Eligible Content: Eo5.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Resources/Lessons: RPACR- Unit 2 Lesson 9 Summarizing Literary Texts</p> <p>Vocabulary Lessons: Unit 5 - Week 1</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible Content: Eo5.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Eo5.D.2.1.2 Choose words and phrases to convey ideas precisely. Eo5.D.2.1.4 Choose words and phrases for effect. Eo5.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. Eo5.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Eo5.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Eo5.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Resources/Lessons: RCCW Lesson 4 Analyzing Literature - Essay Steps 5-6</p> <p>Grammar Skills: BAW lesson 10 Noun-Pronoun Agreement Lesson 11 Review and Assessment</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Standards/Eligible Content: SS: 8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, Eo5.B-K.1.1.1, CC.1.2.5.C, Eo5.B-K.1.1.3</p> <p>Resources/Lessons (weeks 6-9): Paired Texts-Colonization Toolkits On the Backs of Laborers (130-132) Africans in New Amsterdam (pgs 114-116) Life in Colonial America (pgs. 106-107) Build Our Nation (pgs. 158-228) New England Colonies Middle Colonies Southern Colonies</p> <p>Assessment: Exit Ticket</p>
4 day week - 11/5 - Professional Development/Election Day			

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.4.5.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</u>	Content Area Focus: <u>Community, Exploration and Colonization</u>
11 11/11 - 11/15	<p>Instructional Focus: <u>CC.1.2.5.A</u> Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. Eligible Content: <u>E05.B-K.1.1.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Resources/Lessons: RPACR - Unit 2 Lesson 10-Using Details to Support Inferences in Literary Texts</p> <p>Vocabulary Lessons: Unit 5 - Assessment Week</p>	<p>Instructional Focus:<u>CC.1.4.5.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.5.Q</u> Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>CC.1.4.5.R</u> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible Content:<u>E05.D.2.1.1</u> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>E05.D.2.1.2</u> Choose words and phrases to convey ideas precisely. <u>E05.D.2.1.4</u> Choose words and phrases for effect. <u>E05.D.1.1.4</u> Recognize and correct inappropriate shifts in verb tense. <u>E05.D.1.1.6</u> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. <u>E05.D.1.1.7</u> Correctly use frequently confused words (e.g., to, too, two; there, their, they're). <u>E05.D.1.1.8</u> Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Resources/Lessons: RCCW Lesson 4 Analyzing Literature - Essay Steps 7-9</p> <p>Grammar Skills: BAW lesson 10 Noun-Pronoun Agreement Lesson 11 Review and Assessment</p>	<p>Instructional Focus: Understanding Colonization</p> <p>Unit wrap up - End of Unit Assessment TDA</p> <p>Using text evidence questions model TDA essay writing process for informational text.</p> <p>Have students complete an independent TDA Essay response using multiple pieces of text from these materials:</p> <p>New England Colonies Middle Colonies Southern Colonies</p> <p>Assessment</p> <p>Colonial Artifact Project <u>Colonial America Test</u></p> <p>Standards/Eligible Content: SS:8.1.5.A, 8.1.5.B, 8.3.5.D, 8.4.5.A, 8.4.5.B, 5.2.5.B, 7.1.5.A, 7.1.5.B, 7.2.5.A, 7.2.5.B, 7.3.5.A ELA CC.1.2.5.B, E05.B-K.1.1.1, CC.1.2.5.C, E05.B-K.1.1.3</p>

Grade-5 Unit-1 (9/4/18-11/16/18) Essential Question - How does cooperation and conflict impact civilization?

	Reading Focus: CC.1.3 Reading Literature CC.1.4.5.S Writing in Response to Text	Writing Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Content Area Focus: Force, Motion, and Simple Machines
12 11/18 - 11/22	<p>Instructional Focus: CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. Eligible Content: E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Resources/Lessons: RPACR Unit 2 Interim Assessment RPACR- Unit 2 Assessment or RPACore Assessment Book section 3 Tom Sawyer - Pirate</p> <p>Vocabulary Lessons: Unit 5 - Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible Content: E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.4 Choose words and phrases for effect. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Resources/Lessons: District Scored Writing Assessment - Fiction TDA</p> <p>Grammar Skills: BAW Lesson 12 Verbs</p>	<p>Instructional Focus: Understand force, motion, work, friction and the mechanical advantages of simple machines</p> <p>Standards/Eligible Content: 3.2.5.B1, 3.2.5.B2 3.4.5.A2 3.4.5.C2, 3.4.5.C3 3.4.5.D1</p> <p>Resources/Lessons: Delta Science Unit - Simple Machines - Lesson 1 - Doing Work Lesson 2 - Levers Lesson 3 - Friction Delta Science Reader- Simple Machines Lesson 1 p. 2-3 Lesson 2 p. 5-6 Lesson 3 p. 7 Forces and Motion on Earth(R) Forces and Motion on Earth(X) Forces and Motion in Sports (W) Forces and Motion in Sports (Q) Isaac Newton & His Laws of Motion(X) Isaac Newton & His Laws of Motion (R) Simple Machines From Axes to Zippers</p>
Week before conferences and Thanksgiving Holiday			

Springfield School District - Integrated Elementary Curriculum

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	<p>Reading Focus: CC.1.2 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.5.A-F Informative and Explanatory Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Content Area Focus: <i>Force, Motion, and Simple Machines American Revolution</i></p>
<p>1</p> <p>12/2 - 12/6</p>	<p>Instructional Focus: CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Eligible Content: E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p> <p>Resources/Lessons: RPACR Unit 3 Lesson 12 Comparing Text structures Part 1 Problem Solution</p> <p>RPACR Unit 3 Lesson 13 Comparing Text structures Part 2 Cause and Effect and Compare and Contrast</p> <p>Vocabulary: Unit 6 - Week 1</p>	<p>Instructional Focus: CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B Identify and introduce the topic clearly. CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>Eligible Content: E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Resources/Lessons: RCCW Lesson 5 Writing to Inform Steps 1-3</p> <p>Grammar Skills: BAW Lesson 13 - Perfect Verb Tenses RCC Language Lesson 4 Perfect Verb Tenses</p>	<p>Instructional Focus: Understand force, motion, work, friction and the mechanical advantages of simple machines</p> <p>Standards/Eligible Content Addressed 3.2.5.B1, 3.2.5.B2 3.4.5.A2 3.4.5.C2, 3.4.5.C3 3.4.5.D1</p> <p>Resources/Lessons: Simple Machines, Delta Science Reader, p. 7 Simple Machines Delta Reader, Lesson 5, p. 7</p> <p>Lesson 4 - Inventing the Wheel Lesson 5 - The Wheel and Axle Lesson 6 - Tractor Traction</p>

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Force, Motion, and Simple Machines</i>
2 12/9 - 12/13	<p>Instructional Focus: CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Eligible Content: E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p> <p>Resources/Lessons: RPACR Unit 3 Lesson 12 Comparing Text structures Part 1 Problem Solution</p> <p>RPACR Unit 3 Lesson 13 Comparing Text structures Part 2 Cause and Effect and Compare and Contrast</p> <p>Vocabulary Lessons: Unit 6 - Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.B Identify and introduce the topic clearly. CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>Eligible Content: E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p> <p>Resources/Lessons: RCCW Lesson 5 Writing to Inform Steps 4-6</p> <p>Grammar Skills: BAW Lesson 14 Progressive Verb Tenses RCCL Lesson 5 Using Verb Tenses</p>	<p>Instructional Focus: Understand force, motion, work, friction and the mechanical advantages of simple machines</p> <p>Standards/Eligible Content Addressed 3.2.5.B1, 3.2.5.B2 3.4.5.A2 3.4.5.C2, 3.4.5.C3 3.4.5.D1</p> <p>Resources/Lessons: Simple Machines, Delta Science Reader, page 8 (Lesson 8) Simple Machines, Delta Science Reader, page 4 (Lesson 9), page 9 (Lesson 10)</p> <p>Lesson 7 - Gears Lesson 8 - Pulleys Lesson 9 - Inclined Planes</p>

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing CC.1.4.5.A-F Informative and Explanatory Writing</i>	Content Area Focus: <i>Force, Motion, and Simple Machines</i>
3 12/16 - 12/20	<p>Instructional Focus: <i>CC.1.2.5.F</i> Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language. <i>CC.1.2.5.K</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Eligible Content: <i>EO5.B-V.4.1.1</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. <i>EO5.B-V.4.1.2</i> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Lesson 11 Unfamiliar Words</p> <p>Vocabulary Lessons:</p> <p>Unit 7 - Week 1</p>	<p>Instructional Focus: <i>CC.1.4.5.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>CC.1.4.5.E</i> Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length. <i>CC.1.4.5.F</i> Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Eligible Content: <i>EO5.C.1.1.4</i> Establish and maintain a formal style. <i>EO5.C.1.2.4</i> Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>EO5.C.1.2.5</i> Establish and maintain a formal style. <i>EO5.D.2.1.1</i> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <i>EO5.D.2.1.2</i> Choose words and phrases to convey ideas precisely. <i>EO5.E.1.1.3</i> Use verb tense to convey various times, sequences, states, and conditions. <i>EO5.E.1.1.4</i> Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 5 Writing to Inform Steps 7-9</p> <p>Grammar Skills:</p> <p>BAW Lesson 15 Shift in Verb Tenses RCCL lesson 6 Shift in Verb Tenses</p>	<p>Instructional Focus: Understand force, motion, work, friction and the mechanical advantages of simple machines</p> <p>Standards/Eligible Content Addressed 3.2.5.B1, 3.2.5.B2 3.4.5.A2 3.4.5.C2, 3.4.5.C3 3.4.5.D1</p> <p>Resources/Lessons: Simple Machines, Delta Science Reader, page 9 (Lesson 10) Simple Machines, Delta Science Reader, page 9 (Lesson 11)</p> <p>Lesson 10 - Wedges Lesson 11 - Screw Lesson 12 - Domestic Simple Machines</p> <p>Inventions - Rube Goldberg</p> <p>End of unit assessment</p>

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text</u>	Writing Focus: CC.1.4 Writing <u>CC.1.4.5.A-F Informative and Explanatory Writing</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <i>Revolutionary War</i>
4 1/2 - 1/3	Instructional Focus: CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Eligible Content: E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Resources/Lessons: RPACR - Unit 3 Lesson 14 Analyze accounts of the same topic Vocabulary Lessons: Unit 7 - Week 1	Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Eligible Content: E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA Prompt Lessons - unpacking, understanding and planning responses Grammar Skills: BAW Lesson 16 Subject Verb Agreement	Instructional Focus: Understanding cause and effect of historical events - The French and Indian War, Growing Conflicts with Britain (Stamp and Townshend Acts) Standards/Eligible Content: 5.1.5.C, 5.1.5.D, 5.2.5.A 7.3.5.A, 7.2.5.A, 7.4.5.A 8.1.5.B, 8.1.5.C 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D Resources/Lessons: - <u>Everyday Life: Revolutionary War with</u> - <u>Cross-Curricular Activities</u> - <u>Common Core Comprehension: Stamp Act & Bill of Rights</u> - <u>Social Studies Interactive Notebook - Revolutionary War</u> - <u>Unit 9 packet titled <i>The French and Indian War, Stamp Act, and Townshend</i></u> American Revolution and Constitution Read and analyze a primary source
First week after Winter Break - 2 days			

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: CC.1.2 Reading Informational Text CC.1.4.5.S Writing in Response to Text:	Writing Focus: CC.1.4 Writing CC.1.4.5.A-F Informative and Explanatory Writing CC.1.4.5.S Writing in Response to Text:	Content Area Focus: Revolutionary War
5 1/6 - 1/10	Instructional Focus: CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Eligible Content: E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Resources/Lessons: RPACR - Unit 3 Lesson 14 Analyze accounts of the same topic The Blood Red Night Storyworks Jan. 2015 (main idea/supporting details, text structures) *PDF full text *PDF Scrambled Text *PDF Text Structure Worksheet *20 Strategies to Teach Text Structure *Graphic Organizers *Nonfiction Text Structures & Descriptions *Text Structure - Identifying Examples *Text Structure Organizer *Text Structure Samples *Text Structure Workmat Vocabulary Lessons: Unit 7 - Assessment Week	Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Eligible Content: E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA Prompt Lessons - unpacking, understanding and planning responses Grammar Skills: BAW Lesson 17 Review and Assessment	Instructional Focus: Understanding cause and effect of historical events - The French and Indian War, Growing Conflicts with Britain (Stamp and Townshend Acts) Standards/Eligible Content: 5.1.5.C, 5.1.5.D, 5.2.5.A 7.3.5.A, 7.2.5.A, 7.4.5.A 8.1.5.B, 8.1.5.C 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D Resources/Lessons: -Everyday Life: Revolutionary War with -Cross-Curricular Activities -Common Core Comprehension: Stamp Act & Bill of Rights -Social Studies Interactive Notebook - Revolutionary War -Unit 9 packet titled <i>The French and Indian War: Stamp Act, and Townshend</i> American Revolution and Constitution Read and analyze a primary source
First full week after winter break			

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.5.G-L Opinion and Argumentative Writing</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <i>Revolutionary War/Origin of Government</i>
6 1/13 - 1/17	Instructional Focus: <u>CC.1.2.5.D</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <u>CC.1.2.5.E</u> Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). <u>CC.1.2.5.F</u> Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language. <u>Eligible Content:</u> <u>E05.B-C.2.1.1</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <u>E05.B-C.2.1.2</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts. <u>E05.B-V.4.1.1</u> <u>E05.B-V.4.1.2</u> Resources/Lessons: <u>RPACR - Unit 3 Interim Assessment</u> Optional resources: * <u>20 Strategies to Teach Text Structure</u> * <u>Graphic Organizers</u> * <u>Nonfiction Text Structures & Descriptions</u> * <u>Text Structure - Identifying Examples</u> * <u>Text Structure Organizer</u> * <u>Text Structure Samples</u> * <u>Text Structure Workmat</u> Vocabulary Lessons: Unit 8 Week 1	Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. <u>Eligible Content: E05.E.1.1.1</u> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA Prompt Lessons - unpacking, understanding and planning responses Grammar Skills: BAW Lesson 18 Adjectives	Instructional Focus: Understanding cause and effect of historical events - The French and Indian War, Growing Conflicts with Britain (Stamp and Townshend Acts) Standards/Eligible Content: 5.1.5.C, 5.1.5.D, 5.2.5.A 7.3.5.A, 7.2.5.A, 7.4.5.A 8.1.5.B, 8.1.5.C 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D Resources/Lessons: - <i>Somebody Wanted But So</i> organizer -Cause and Effect chart Major Events Timeline with paragraph summary of each event. - <i>People of the American Revolution Book</i> - <u>Everyday Life: Revolutionary War with</u> <u>Cross-Curricular Activities</u> <u>Common Core Comprehension: Stamp Act & Bill of Rights</u> <u>Social Studies Interactive Notebook - Revolutionary War</u> <u>Unit 9 packet titled <i>The French and Indian War, Stamp Act, and Townshend</i></u>

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.5.G-L Opinion and Argumentative Writing</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <u>Revolutionary War/Origin of Government</u>
7 1/20 - 1/24	<p>Instructional Focus: <u>CC.1.3.5.F</u> Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language. <u>CC.1.3.5.I</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Eligible Content:<u>E05.A-V.4.1.1</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). <u>E05.A-V.4.1.2</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.<u>CC.1.3.5.G</u> 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>Resources/Lessons: RPACR Unit 4 Lesson 15 Language and Meaning</p> <p>Vocabulary Lessons: Unit 8 Assessment Week</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Eligible Content: <u>E05.E.1.1.1</u> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons: TDA -Lessons</p> <p>Grammar Skills: BAW Lesson 19 adverbs</p>	<p>Instructional Focus: . Understanding cause and effect of historical events - The Road to Independence -Boston Massacre -Tea Act -Boston Tea Party -Intolerable Acts</p> <p>Standards/Eligible Content: <u>5.1.5.C, 5.1.5.D, 5.2.5.A</u> <u>7.3.5.A, 7.2.5.A, 7.4.5.A</u> <u>8.1.5.B, 8.1.5.C</u> <u>8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D</u></p> <p>Resources/Lessons: The American Revolution and Constitution Toolkit -Tea Troubles (p. 23)</p> <p>Photo Analysis Worksheet -The Bloody Massacre by Paul Revere</p> <p>Text Structure Analysis/Boston Tea Party</p> <p><i>The American Revolution and Constitution Toolkit</i> Historical Image (p. 21) The Wigmaker's Boy (p. 16-18) Primary Sources (p. 19-20)</p> <p>Toolkit Text American Revolution and Constitution Lesson 10 Synthesize Information to Argue a Point</p>
4-day week 1/20-MLK Holiday			

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Writing Focus: CC.1.4 Writing <u>CC.1.4.5.G-L Opinion and Argumentative Writing</u>	Content Area Focus: <u>Revolutionary War/Origin of Government</u>
8 1/27 - 1/31	Instructional Focus: CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Eligible Content: Eo5.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text. Resources/Lessons: RPACR Unit 4 Lesson 16 Understanding Literary Structure Vocabulary Lessons: Unit 9 Week 1	Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Eligible Content: Eo5.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA -Lessons Grammar Skills: BAW Lesson 20 Prepositions and Prepositional Phrases RCCL-Lesson 2 Prepositions and Prepositional Phrases	Instructional Focus: The Fighting Begins -Lexington and Concord -Battle of Bunker Hill -Declaring Independence -describe the tensions in the colonies that led to the first battles between the British and the Colonists Standards/Eligible Content: 5.1.5.C, 5.1.5.D, 5.2.5.A 7.3.5.A, 7.2.5.A, 7.4.5.A 8.1.5.B, 8.1.5.C 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D Resources/Lessons : The American Revolution and Constitution Toolkit -Militias and Minutemen (p. 43) -An excerpt from The Battle of Lexington By: Lemuel Haynes (p. 47) - Photo Analysis Worksheet -Cause and Effect worksheet for battles Assessment: Three journal entries on events of American Revolution from the perspective of a loyalist or patriot. Text Resource: The Split History of the American Revolution Instructional Note: Assessment is ongoing taking place over weeks 8 - 10 of Unit 2. Declaration of Independence Writing Assignment

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Writing Focus: CC.1.4 Writing <u>CC.1.4.5.G-L Opinion and Argumentative Writing</u>	Content Area Focus: <u>Revolutionary War/Origin of Government</u>
9 2/3 - 2/7	Instructional Focus: CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. Eligible Content: E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Resources/Lessons: RPACR Unit 4 Lesson 17 Point of View Vocabulary Lessons: Unit 9 Assessment Week	Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Eligible Content: E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA -Lessons Grammar Skills: BAW Lesson 21 Correlative Conjunctions RCCL -Lesson 7 Correlative Conjunctions	Instructional Focus: -Fighting the Revolution -Battle of Trenton -Battle of Saratoga -Winning the Revolution Standards/Eligible Content: 5.1.5.C, 5.1.5.D, 5.2.5.A 7.3.5.A, 7.2.5.A, 7.4.5.A 8.1.5.B, 8.1.5.C 8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D Resources/Lessons: Build Our Nation (Chap. 11, Lesson 1) Build our Nation (Chapter 11 Lesson 2) <i>Short Nonfiction for American History: The American Revolution and Constitution</i> "Major Events of the American Revolution" (map of battles) p.33 http://www.theamericanrevolution.org/ http://www.landofthebrave.info/revolutionary-battles.htm Additional Resources: Toolkit Text- American Revolution and Constitution Lesson 5 Compare Perspectives American Revolution and Constitution Lesson 6 Consider Point of View and Bias Chapter 10 and 11 MISC http://www.theamericanrevolution.org/ http://www.landofthebrave.info/revolutionary-battles.htm

Grade -5 Unit -2		Essential Question - <i>How do both success and failure lead to transformation?</i>	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.5.S Writing in Response to Text:</u>	Writing Focus: CC.1.4 Writing <u>CC.1.4.5.G-L Opinion and Argumentative Writing</u>	Content Area Focus: <u>Revolutionary War/Origin of Government</u>
10 2/10 - 2/14	Instructional Focus: <u>CC.1.3.5.D</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <u>CC.1.3.5.E</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <u>CC.1.3.5.F</u> Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language. <u>CC.1.3.5.I</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. Eligible Content: <u>E05.A-V.4.1.1</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <u>E05.A-V.4.1.2</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>E05.A-C.2.1.1</u> Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text. Resources/Lessons: <u>RPACR Unit 4 Interim Assessment</u> Vocabulary Lessons: Unit 10 Week 1	Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Eligible Content: E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Resources/Lessons: TDA -Lessons Grammar Skills: Lesson 22 - Interjections and punctuation to show emotion	Instructional Focus: Impact of the Revolution Treaty of Paris A New Nation Standards/Eligible Content: <u>5.1.5.C, 5.1.5.D, 5.2.5.A</u> <u>7.3.5.A, 7.2.5.A, 7.4.5.A</u> <u>8.1.5.B, 8.1.5.C</u> <u>8.3.5.A, 8.3.5.B, 8.3.5.C, 8.3.5.D</u> Resources/Lessons: Build Our Nation (Chap. 11, Lesson 3) <u>Chapter 10 and 11 MISC</u> http://www.theamericanrevolution.org/ http://www.landofthebrave.info/revolutionary-battles.htm End of Unit assessment

Springfield School District - Integrated Elementary Curriculum

Grade -5 Unit -3		Essential Question - How do mistakes lead to discovery?	
	<p>Reading Focus: CC.1.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Writing Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Content Area Focus: Foundations of Government</p>
<p>1</p> <p>2/17 - 2/21</p>	<p>Instructional Focus: CC.1.2.5.G 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.</p> <p>Eligible Content: EO5.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 5 Lesson 18 Finding Information from Multiple Sources</p> <p>Vocabulary Lessons: Unit 10 Assessment week</p>	<p>Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Eligible Content: EO5.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons: TDA -Lessons</p> <p>Grammar Skills: BAW Lesson 23 BAW Lesson 24</p>	<p>Instructional Focus: -Purposes of the government in the state and nation. Key ideas found in historical documents. (Declaration of Independence, Bill of Rights, Constitution.)</p> <p>Standards/Eligible Content Addressed 5.1.5.E, 5.3.5.A, 5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.H, 5.4.5.B</p> <p>Resources/Lessons:</p> <p>iCivics:</p> <p>Foundations of Government Lesson 1: Why Government?</p> <p>Road to the Constitution Lesson 2: Wanted: Articles of Confederation and Constitution</p> <p>The Constitution Lesson 3: You've got Rights!</p>
4-day week - 2/17 Presidents' Day Holiday			

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <u>CC.1.3: Reading Literature:</u> <u>CC.1.2: Reading Informational Text:</u>	Writing Focus: <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <u>Foundations of Government Science - Earth and Sky-</u>
2 2/24 - 2/28	<p>Instructional Focus: <u>CC.1.2.5.G</u> 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.</p> <p><u>CC.1.2.5.H</u> Determine how an author supports particular points in a text through reasons and evidence.</p> <p><u>CC.1.2.5.I</u> Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>Eligible Content: <u>EO5.B-C.3.1.3</u> Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p> <p><u>EO5.B-C.3.1.1</u> 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><u>EO5.B-C.3.1.2</u> Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p> <p>Resources/Lessons:</p> <p>RPACR Lesson 19 Understanding and Supporting Evidence</p> <p>Vocabulary Lessons:</p> <p>Unit 10 Assessment Week</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Eligible Content: <u>EO5.E.1.1.1</u> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons:</p> <p>TDA -Lessons</p> <p>Grammar Skills:</p> <p>BAW Lesson 25 Commas in a series</p> <p>RCCL Lesson 8 Punctuating items in a series</p>	<p>Instructional Focus: responsibilities and powers of the three branches of government. importance of checks and balances as a foundational element of the United States government.</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.5.E, 5.3.5.A,5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.H, 5.4.5.B</p> <p>Resources/Lessons:</p> <p>iCivics:</p> <p>The Legislative Branch Lesson 4: Congress in a flash!</p> <p>The Executive Branch Lesson 5: All in a Day's Work</p> <p>The Judicial Branch Lesson 6: Judicial Branch in a Flash!</p>

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <i>CC.1.3: Reading Literature: CC.1.2: Reading Informational Text:</i>	Writing Focus: <i>CC.1.4.5.S Writing in Response to Text:</i>	Content Area Focus: <i>Foundations of Government Science - Earth and Sky -</i>
3 3/2 - 3/6	<p>Instructional Focus: CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. Eligible Content:Eo5.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 5 Lesson 20 Using Multiple Sources for Writing and Speaking</p> <p>Vocabulary Lessons:</p> <p>Unit 11 week 1</p>	<p>Instructional Focus: CC.1.4.5.S Writing in Response to Text: <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i> Eligible Content: Eo5.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons:</p> <p>TDA -Lessons</p> <p>Grammar Skills:</p> <p>BAW Lesson 26 commas after introductory words and phrases</p> <p>RCCL Lesson 9 commas after introductory elements</p>	<p>Instructional Focus: Government - responsibilities and powers of the three branches of government. -how representative bodies function in making local, state, and national laws. role of local and state government officials. -primary duties of elected local, state, and national positions. -significance of national symbols and national holidays.</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.5.E, 5.3.5.A,5.3.5.B, 5.3.5.C, 5.3.5.D, 5.3.5.E, 5.3.5.H, 5.4.5.B</p> <p>Resources/Lessons:</p> <p>iCivics:</p> <p>Citizenship Lesson 7: Citizen Me! Lesson 8: The Global You.</p> <p>End of Unit Assessment</p>

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <i>CC.1.3: Reading Literature: CC.1.2: Reading Informational Text:</i>	Writing Focus: <i>CC.1.4.5.S Writing in Response to Text:</i>	Content Area Focus: <i>Foundations of Government Science - Earth and Sky -</i>
4 3/9 - 3/13	<p>Instructional Focus: CC.1.2.5.G 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.</p> <p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>Eligible Content: EO5.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p> <p>EO5.B-C.3.1.1 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>EO5.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.</p> <p>Resources/Lessons: RPACR - Unit 5 Interim Assessment</p> <p>Vocabulary Lessons:</p> <p>Unit 11 Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.S Writing in Response to Text: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Eligible Content: EO5.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons: TDA -Lessons</p> <p>Grammar Skills:</p> <p>BAW Lesson 27 - Commas to set off yes and no, tag Questions, and nouns of Direct Address</p> <p>RCCL - Lesson 10 More Uses for commas</p>	<p>Instructional Focus: Position of the sun changes affecting shadows and the concept of what causes day and night and the earth's rotation</p> <p>Standards/Eligible Content Addressed</p> <p>3.3.5.B1 3.4.5.D</p> <p>Resources/Lessons: Introduction to a Science Notebook</p> <p>Investigation 1 The Sun -</p> <p>Science Resource Book - Changing Shadows Sunrise and sunset</p> <p>Online resources - Shadow tracker, tutorial sun tracker, seasons</p> <p>Investigation 1 check - assessment</p>

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <u>CC.1.3: Reading Literature:</u> <u>CC.1.2: Reading Informational Text:</u>	Writing Focus: <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <u>Foundations of Government</u> <u>Science - Earth and Sky -</u>
5 3/16 - 3/20	<p>Instructional Focus: <u>CC.1.2.5.L</u> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. <u>CC.1.3.5.K</u> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Resources/Lessons: RPACR Unit 6 Lesson 21 Analyze Visual Elements in Literary Texts</p> <p>Vocabulary Lessons: Unit 12 Week 1</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i> Eligible Content: <u>Eo5.E.1.1.1</u> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Resources/Lessons: TDA -Lessons</p> <p>Grammar Skills: BAW Lesson 28 Commas and quotations in dialogue and direct quotations</p>	<p>Instructional Focus: Objects in the solar system, moon in relationship to the sun and earth, gravity, stars</p> <p>Standards/Eligible Content Addressed 3.4.5.E3, 3.2.5.A1</p> <p>Resources/Lessons: Investigation 2 - Planetary systems Science resource book The Night Sky Looking through telescopes Comparing the size of the earth and the moon How did Earth's moon form Apollo 11 Space Mission Exploring the Solar System Planets of the solar system Why earth doesn't fly off into space Stargazing Star scientists Our galaxy</p> <p>Videos - All about the moon the planets and the solar system all about the stars</p> <p>Online activities - Lunar Calendar Star Maps Stellar Motions</p>

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <u>CC.1.3: Reading Literature:</u> <u>CC.1.2: Reading Informational Text:</u>	Writing Focus: <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <i>Foundations of Government Science - Earth and Sky -</i>
6 3/23 - 3/27	<p>Instructional Focus: <u>CC.1.2.5.L</u> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. <u>CC.1.3.5.K</u> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Resources/Lessons: RPACR Unit 6 Lesson 22 Comparing and Contrasting Stories in the Same Genre</p> <p>Vocabulary Lessons: Unit 12 Assessment Week</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i> Eligible Content: <u>Eo5.E.1.1.1</u> <i>Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</i></p> <p>Resources/Lessons: TDA -Lessons</p> <p>Grammar Skills: BAW Lesson 29 Punctuating Titles RCCL lesson 11 Punctuating Titles</p>	<p>Instructional Focus: Objects in the solar system, moon in relationship to the sun and earth, gravity, stars</p> <p>Standards/Eligible Content Addressed <u>3.4.5.E3, 3.2.5.A1</u></p> <p>Resources/Lessons: Investigation 2 - Planetary systems Science resource book The Night Sky Looking through telescopes Comparing the size of the earth and the moon How did Earth's moon form Apollo 11 Space Mission Exploring the Solar System Planets of the solar system Why earth doesn't fly off into space Stargazing Star scientists Our galaxy</p> <p>Videos - All about the moon the planets and the solar system all about the stars</p> <p>Online activities - Lunar Calendar Star Maps Stellar Motions</p> <p>Investigation 2 check -assessment</p>

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <u>CC.1.3: Reading Literature:</u> <u>CC.1.2: Reading Informational Text:</u>	Writing Focus: <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <u>Foundations of Government Science - Earth and Sky -</u>
<p>7</p> <p>3/30 - 4-3</p>	<p>Instructional Focus: <u>CC.1.3.5.H</u> Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>Eligible Content: <u>E05.A-C.3.1.1</u> Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 5 Lesson 20 Using Multiple Sources for Writing and Speaking</p> <p>Vocabulary Lessons:</p> <p>Unit 13 Week 1</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Eligible Content: <u>E05.E.1.1.1</u> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>Resources/Lessons:</p> <p>TDA -Lessons</p> <p>Grammar Skills:</p> <p>BAW Lesson 30 Review and Assessment RCCL Lesson 18 Figurative Language RCCL Lesson 19 Idioms, Adages, Proverbs</p>	<p>Instructional Focus: Earth’s Atmosphere, Meteorology the science of Weather</p> <p>Standards/Eligible Content Addressed 3.4.5.E3, 3.2.5.A1</p> <p>Resources/Lessons:</p> <p>Investigation 3 - Earth’s Atmosphere, Meteorology - The science of Weather</p> <p>Science Resource Book - What is Air Earth’s Atmosphere Weather Instruments</p> <p>Videos - Ball on a Scale Fizz Keeper Experiment Soda can experiment Earth’s Atmosphere</p> <p>Online Activities</p> <p>Air and atmosphere Weather grapher</p> <p>Investigation 3 check</p>
Last week before Spring Break			

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	Reading Focus: <u>CC.1.3: Reading Literature:</u> <u>CC.1.2: Reading Informational Text:</u>	Writing Focus: <u>CC.1.4.5.S Writing in Response to Text:</u>	Content Area Focus: <u>Foundations of Government</u> <u>Science - Earth and Sky -</u>
8 4/13 - 4/17	<p>Instructional Focus:<u>CC.1.2.5.G</u> 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. <u>CC.1.3.5.H</u> Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. <u>Eligible Content:</u> <u>Eo5.A-C.3.1.1</u> Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems. <u>Eo5.B-C.3.1.3</u> Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 6 Lesson 21 Analyze Visual Elements in Literary Texts (Optional) Unit 6 Lesson 22 Comparing and Contrasting Stories in the same Genre</p> <p>Vocabulary Lessons:</p> <p>Unit 13 Assessment week</p>	<p>Instructional Focus: <u>CC.1.4.5.S Writing in Response to Text:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. <u>CC.1.4.5.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.5.G</u> Write opinion pieces on topics or texts. <u>CC.1.4.5.M</u> Write narratives to develop real or imagined experiences or events. <u>Eligible Content:</u> <u>Eo5.E.1.1.1 - Eo5.E.1.1.6</u> <u>Eo5.D.1.1.1 - Eo5.D.1.1.8</u> <u>Eo5.D.1.2.1 - Eo5.D.1.2.5</u></p> <p>Resources/Lessons:</p> <p>Literature TDA Practice</p> <p>Grammar Skills:</p> <p>Review</p>	
Last week before PSSA			

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	<u>Reading Focus:</u> <i>CC.1.3: Reading Literature:</i> <i>CC.1.2: Reading Informational Text:</i>	<u>Writing Focus:</u> <i>CC.1.4.5.S Writing in Response to Text:</i>	<u>Content Area Focus:</u> <i>Foundations of Government</i> <i>Science - Earth and Sky -</i>
9 4/20 - 4/24	<u>Instructional Focus:</u> CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Reading independently (if time allows during PSSA testing) <u>PSSA Testing</u> <u>Vocabulary Lessons:</u> Unit 14 Week 1	<u>Instructional Focus:</u> CC.1.4.5.S Response to Literature: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.5.X Range: 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. <u>PSSA Testing</u> <u>Grammar Skills:</u> Review	

Grade -5 Unit -3		Essential Question - <i>How do mistakes lead to discovery?</i>	
	<u>Reading Focus:</u> <i>CC.1.3: Reading Literature:</i> <i>CC.1.2: Reading Informational Text:</i>	<u>Writing Focus:</u> <i>CC.1.4.5.S Writing in Response to Text:</i>	<u>Content Area Focus:</u> <i>Foundations of Government</i> <i>Science - Earth and Sky -</i>
10 4/27 - 5/1	<u>Instructional Focus:</u> <i>CC.1.2.5.L</i> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. <i>CC.1.3.5.K</i> Read and comprehend literary fiction on grade level, reading independently and proficiently. Reading independently (if time allows during PSSA testing) <u>PSSA Testing</u> <u>Vocabulary Lessons:</u> Unit 14 Assessment week	<u>Instructional Focus:</u> <i>CC.1.4.5.S Response to Literature:</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. <u>CC.1.4.5.X Range:</u> 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. <u>PSSA Testing</u> <u>Grammar Skills:</u> Review	
4-day week 4/28 Professional Development/Election Day			

Springfield School District - Integrated Elementary Curriculum

Grade -5 Unit -4

Essential Question - *How does change impact outcomes?*

	<u>Reading Focus: CC.1.3: Reading Literature:</u> <i>Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i>	<u>Writing Focus: CC.1.4</u> <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>	<u>Content Area Focus: Science - Earth and Sky Economics</u>
1 5/4 - 5/8	<p><u>Instructional Focus: CC.1.3.5.A</u> Determine a theme of a text 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. <u>CC.1.3.5.K</u> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><u>Eligible Content: E05.A-K.1.1.2</u> 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>Understanding Memoir And Author's Purpose</p> <p><u>Resources/Lessons:</u> Midnight Ride of Paul Revere By Henry Wadsworth Longfellow And other poems</p> <p>Literature Circles:</p> <p><u>Vocabulary Lessons:</u> Unit 15 Week 1</p>	<p><u>Instructional Focus: CC.1.4.5.Q</u> Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>CC.1.4.5.X</u></p> <p><u>Range:</u> 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.</p> <p><u>Eligible Content: E05.C.1.3.2</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. <u>E05.C.1.3.4</u> Use concrete words and phrases and sensory details to convey experiences and events precisely. <u>E05.D.2.1.1</u> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <u>E05.D.2.1.2</u> Choose words and phrases to convey ideas precisely. <u>E05.D.2.1.3</u> Choose punctuation for effect. <u>E05.D.2.1.4</u> Choose words and phrases for effect.</p> <p><u>Resources/Lessons:</u> Poetry Writing Nancy Atwell - Lessons That Change Writers - Lesson 4 Where Poetry Hides Lesson 6 Twenty Actions Lesson 11 The Rule of Write about a Pebble Lesson 14 Polishing Lesson 47 Gifts of Writing</p> <p>BAW Unit - 8 Poetry</p>	<p><u>Instructional Focus:</u> The sun as a force of energy - energy transferring properties, convection and convection currents</p> <p><u>Standards/Eligible Content Addressed</u> 3.4.5.E3, 3.2.5.A1</p> <p><u>Resources/Lessons:</u> Investigation 4 Heating Earth</p> <p>Science Resource Book - Uneven Heating Wind and Convection heating the air wind power solar technology</p> <p>Videos Aluminium and steel strips Convection</p> <p>Online activities Tutorial radiation Virtual investigation uneven heating Particles in solids liquids and gasses Energy transfer</p> <p>Investigation 4 check - assessment</p>

Grade -5 Unit -4		Essential Question - <i>How does change impact outcomes?</i>	
	<p>Reading Focus: CC.1.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Content Area Focus: <i>Science - Earth and Sky Economics</i></p>
<p>2</p> <p>5/11 - 5/15</p>	<p>Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Eligible Content: Eo5.A-K.1.1.2 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. Understanding Memoir And Author's Purpose</p> <p>Resources/Lessons: Midnight Ride of Paul Revere By Henry Wadsworth Longfellow And other poems</p> <p>Literature Circles:</p> <p>Vocabulary Lessons: Unit 15 Assessment Week</p>	<p>Instructional Focus: CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.X Range: 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.</p> <p>Eligible Content: Eo5.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. Eo5.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. Eo5.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Eo5.D.2.1.2 Choose words and phrases to convey ideas precisely. Eo5.D.2.1.3 Choose punctuation for effect. Eo5.D.2.1.4 Choose words and phrases for effect.</p> <p>Resources/Lessons: Poetry Writing Nancy Atwell - Lessons That Change Writers - Lesson 4 Where Poetry Hides Lesson 6 Twenty Actions Lesson 11 The Rule of Write about a Pebble Lesson 14 Polishing Lesson 47 Gifts of Writing</p> <p>BAW Unit - 8 Poetry</p>	<p>Instructional Focus: Water Planet Evaporation and condensation, fresh and saltwater, climate</p> <p>Standards/Eligible Content Addressed 3.3.5.A4 3.3.5.A-D 4.2.5.A, 3.4.5.B1</p> <p>Resources/Lessons: Investigation 5 - Water planet - Evaporation and condensation, fresh and saltwater, climate</p> <p>Science resource book -</p> <p>Condensation Where is earth's water The water cycle Severe weather Earth's climate Global Climate change</p> <p>Videos Our water cycle Climate seasons</p> <p>Online activities Water cycle game Climate Regions map</p>

Grade -5 Unit -4		Essential Question - <i>How does change impact outcomes?</i>	
	<p>Reading Focus: CC.1.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Content Area Focus: <i>Science - Earth and Sky Economics</i></p>
<p>3</p> <p>5/18 - 5/22</p>	<p>Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Eligible Content: E05.A-K.1.1.2 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>Understanding Memoir And Author's Purpose</p> <p>Resources/Lessons:</p> <p>Literature Circles:</p> <p>Vocabulary Lessons:</p> <p>Unit 16 Week 1</p>	<p>Instructional Focus: CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.X Range: 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.</p> <p>Eligible Content: E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect.</p> <p>Memoir Writing - 2-3 short stories that demonstrate change</p> <p>Resources/Lessons:</p> <p>Nancy Atwell - Lessons That Change Writers - Lesson 3 Questions for Memoirs Lesson 9 The Rule of So What?</p>	<p>Instructional Focus: The practical application of scientific knowledge</p> <p>Standards/Eligible Content Addressed</p> <p>3.3.5.A4 3.3.5.A-D 4.2.5.A, 3.4.5.B1</p> <p>Resources/Lessons:</p> <p>Unit review -</p> <p>Movie - Apollo 11</p> <p>End of Unit Assessment</p>
4-day week 5/22 Memorial Day Weekend Holiday			

Grade -5 Unit -4 Essential Question - <i>How does change impact outcomes?</i>			
	Reading Focus: CC.1.3: Reading Literature: <i>Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i>	Writing Focus: CC.1.4 <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>	Content Area Focus: <i>Science - Earth and Sky Economics</i>
4 5/25 - 5/29	Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Eligible Content: Eo5.A-K.1.1.2 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. Understanding Memoir And Author's Purpose Resources/Lessons: Literature Circles: Vocabulary Lessons: Unit 16 Assessment Week	Instructional Focus: CC.1.4.5.M)Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.X Range: 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. Eligible Content: Eo5.C.1.3.2 <i>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i> Eo5.C.1.3.4 <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> Eo5.D.2.1.1 <i>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i> Eo5.D.2.1.2 <i>Choose words and phrases to convey ideas precisely.</i> Eo5.D.2.1.3 <i>Choose punctuation for effect.</i> Eo5.D.2.1.4 <i>Choose words and phrases for effect.</i> Memoir Writing - 2-3 short stories that demonstrate change Resources/Lessons: Nancy Atwell - Lessons That Change Writers - Lesson 3 Questions for Memoirs Lesson 9 The Rule of So What?	Instructional Focus: Economics - Biz-town Student Objectives: Students will- -recognize their interests and skills, explain the relevance of interests and skills to career exploration and planning, distinguish the differences among four primary career types, categorize STEM careers in different types, demonstrate appropriate workplace behaviors -define resume, job interview, and applicant, complete a job application, model appropriate business greetings, demonstrate proper interview skills Standards/Eligible Content Addressed 6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G 6.3.5.A, 6.3.5.B 6.5.5.A, 6.5.5.B, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H Resources/Lessons: Work Relations Lesson 1: Interests and Skills Lesson 2: Applying for a Job
4-day week 5/25 Memorial Day Holiday			

Grade -5 Unit -4 Essential Question - <i>How does change impact outcomes?</i>			
	Reading Focus: CC.1.3: Reading Literature: <i>Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i>	Writing Focus: CC.1.4 <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>	Content Area Focus: <i>Science – Earth and Sky Economics</i>
5 6/1 - 6/5	Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Eligible Content: Eo5.A-K.1.1.2 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. Understanding Memoir And Author's Purpose Resources/Lessons: Literature Circles: Vocabulary Lessons: Unit 17 Week 1	Instructional Focus: CC.1.4.5.M)Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.X Range: 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. Eligible Content: Eo5.C.1.3.2 <i>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i> Eo5.C.1.3.4 <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> Eo5.D.2.1.1 <i>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i> Eo5.D.2.1.2 <i>Choose words and phrases to convey ideas precisely.</i> Eo5.D.2.1.3 <i>Choose punctuation for effect.</i> Eo5.D.2.1.4 <i>Choose words and phrases for effect.</i> Memoir Writing - 2-3 short stories that demonstrate change Resources/Lessons: Nancy Atwell - Lessons That Change Writers - Lesson 3 Questions for Memoirs Lesson 9 The Rule of So What?	Instructional Focus: Biz-town -Extrapolate services offered by financial institutions and complete a bank account application -demonstrate an ability to endorse a paycheck, complete a deposit ticket, maintain a check register correctly, describe the consequences of insufficient funds -write and sign checks, state the benefit of an interest-earning savings account, explain how money in a savings account grows -explore the differences between checks, debit cards, and credit cards, explain how money changes hands when a debit cards is used, demonstrate use of a check register to record a debit purchase Standards/Eligible Content Addressed 6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G 6.3.5.A, 6.3.5.B 6.5.5.A, 6.5.5.B, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H Resources/Lessons: Financial Literacy Lesson 1: Financial Services Lesson 2: Checking Accounts Lesson 3: Saving Accounts Lesson 4: Debit Cards

Grade -5 Unit -4 Essential Question - <i>How does change impact outcomes?</i>			
	Reading Focus: CC.1.3: Reading Literature: <i>Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i>	Writing Focus: CC.1.4 <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>	Content Area Focus: <i>Science – Earth and Sky Economics</i>
6 6/8 - 6/12	Instructional Focus: CC.1.3.5.A Determine a theme of a text 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. CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Eligible Content: Eo5.A-K.1.1.2 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. Understanding Memoir And Author's Purpose Resources/Lessons: Literature Circles: Vocabulary Lessons: Unit 17 Assessment Week	Instructional Focus: CC.1.4.5.M)Write narratives to develop real or imagined experiences or events. CC.1.4.5.Q Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.X Range: 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. Eligible Content: Eo5.C.1.3.2 <i>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</i> Eo5.C.1.3.4 <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> Eo5.D.2.1.1 <i>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i> Eo5.D.2.1.2 <i>Choose words and phrases to convey ideas precisely.</i> Eo5.D.2.1.3 <i>Choose punctuation for effect.</i> Eo5.D.2.1.4 <i>Choose words and phrases for effect.</i> Memoir Writing - 2-3 short stories that demonstrate change Resources/Lessons: Nancy Atwell - Lessons That Change Writers - Lesson 3 Questions for Memoirs Lesson 9 The Rule of So What?	Instructional Focus: Biz-town -define various vocabulary terms, explain how good citizens have a sense of responsibility to others and to their community, identify goods, services, and resources, demonstrate the circular flow of an economy -discover the function of businesses in producing goods and services, define scarcity and learn more about free enterprise, identify the three basic economic questions -explain why people pay taxes, define gross pay and net pay, calculate tax by multiplying with decimals, differentiate between public goods and services and private goods and services, give examples of philanthropy Standards/Eligible Content Addressed 6.1.5.A, 6.1.5.B, 6.1.5.C, 6.1.5.D 6.2.5.A, 6.2.5.B, 6.2.5.C, 6.2.5.D, 6.2.5.E, 6.2.5.F, 6.2.5.G 6.3.5.A, 6.3.5.B 6.5.5.A, 6.5.5.B, 6.5.5.E, 6.5.5.F, 6.5.5.G, 6.5.5.H Resources/Lessons: Community and Economy Lesson 1: Circular Flow of an Economy Lesson 2: Free Enterprise Lesson 3: Public Goods and Services
Last full week of school Next week - 6/15 and 6/16 - half days			