Grade 5: Unit 1

Big Idea: We never stop learning.

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|  | **Lesson 1**What funny events lead Louis to Mrs. Jewls’s classroom? | **Lesson 2**How can graphics help you learn about space? | **Lesson 3**What can our differences teach us? | **Lesson 4**What events lead a team to learn double Dutch? | **Lesson 5**How does a character learn an important lesson? |
| **Main Selection & Genre** | *A Package for Mrs. Jewls*Humorous Fiction | *Ultimate Field Trip 5: Blasting Off to Space Academy*Informational Text | *Off and Running*Realistic Fiction | *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*Narrative Nonfiction | *Elisa’s Diary*Realistic Fiction |
| **Reading Standards** | Literature 2 and 3 | Informational 1 and 7 | Literature 2 and 3 | Informational 1 and 7 | Literature 2 and 3 |
| **Writing Standards** | *The Writing Community and The Writing Process (Being a Writer)*Writing 4: Task, Purpose and AudienceWriting 5: Planning, Revising and Editing |
| **Language Standards** | Complete SentencesUsing Context | Kinds of SentencesPrefixes non-, un-, dis-, mis- | Compound Sentences (\*review)Multiple-Meaning Words | Common & Proper Nouns (\*review)Suffixes -ion, -tionCommas (\*Day 4 & ECC\*) | Singular & Plural Nouns (\*review)Suffixes -ly, -ful |
| **Foundational Standards** | Word Study: Short VowelsFluency: Expression | Word Study: Long a & Long eFluency: Accuracy | Word Study: Long i & Long oFluency: Intonation | Word Study: Vowel Sounds /ōō/ and /yōō/Fluency: Phrasing | Word Study: Vowel Sounds /ou/, /o/, /oi/Fluency: Stress |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* |
| **Science** | Our Solar System |
| **Health** | Mental & Emotional Health  |

(\*Skills identified as review are not articulated in the grade level language standards. These skills should be instructed based on student need.)

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| **Reading Literature Standards** **Journeys Lessons 1, 3, and 5** | **Reading Informational Standards** **Journeys Lessons 2 and 4** |
| Literature 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 can use details and character’s actions to determine the theme of a text. (story, drama or poem)
* I can explain the relationship between the character’s actions and the theme of the story or drama.
* I can create my own summary based on details in the text, actions of the characters, and/or how the speaker in a poem reflects upon a topic.
 | Informational 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.* I can quote accurately from a text when explaining information the author gave me explicitly.
* I can quote accurately from a text when explaining an inference I made while reading.
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| Literature 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).* I can use details from the text to describe a character, setting, or event in a story.
* I can compare and contrast two or more characters, settings, and events in a story or drama.
* I can describe how these similarities and differences contribute to how the story unfolds. (BUILDING CAPACITY FOR GRADE 6 LITERATURE 3)
 | Informational 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.* I can use multiple sources of information to locate and answer a question efficiently.
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| **Focusing our Instruction** |
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**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**
\*\* Underlined words indicate academic vocabulary for instruction.

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| **Writing Standards*****The Writing Community*** ***and The Writing Process*** **(Being a Writer)** | **Language Standards** **Journeys Lessons 1-5 and****Extending the CC – Unit 1 (ECC)** |
| Writing 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * I can develop and organize my writing clearly so my reader understands what I am writing.
* I can develop and organize my writing to fit the task, purpose, and audience for which I am writing.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can identify a fragment in my writing and edit it to make a complete sentence. (Lessons 1 and 2)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can explain the multiple uses of commas in a sentence and use them appropriately while writing and editing. (Lesson 4 \*Day 4\* and ECC)
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| Writing 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. * I can strengthen my own writing by planning, revising, and editing as needed.
* I can try a different approach to my writing to make my piece stronger.
 | Language 4: 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.* I can use context clues to help me determine the meaning of an unknown word. (Lessons 1 and 3)
* I can use the prefixes non-, un-, dis- and mis- to help me determine the meaning of a word. (Lesson 2)
* I can use dictionaries, both in print and digital, to determine the meaning and pronunciation of a word. (Lesson 3 and ECC)
* I can use the suffixes –ion and -tion to help me determine the meaning of a word. (Lesson 4)
* I can use the suffixes –ly and -ful to help me determine the meaning of a word. (Lesson 5)
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| **Foundational Standards - Phonics****Journeys Lessons 1-5** | **Foundational Standards - Fluency****Journeys Lessons 1-5** |
| Foundational 3:* I can read and write words with short vowels. (Lesson 1)
* I can read and write words with the long a and e sounds. (Lesson 2)
* I can read and write words with the long i and o sounds. (Lesson 3)
* I can read and write words with the ōō and yōō sounds. (Lesson 4)
* I can read and write words with the ou, o and oi vowel sounds. (Lesson 5)
 | Foundational 4:* I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lessons 1, 3 and 4)
* I can decode unknown words quickly and accurately when I read aloud to help me better understand the text. (Lesson 2)
* I can stress or emphasize certain words when I read aloud to provide meaning to the text. (Lesson 5)
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| **Speaking & Listening Standards****Journeys Lessons 1-5** |
| *See Overarching Standards for Speaking and Listening 1* |