Grade 5: Unit 2

Big Idea: Nature deserves our respect.

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|  | **Lesson 6**  What effect can one person have on a stranded sea turtle? | **Lesson 7**  Can nature bring out the best in a character? | **Lesson 8**  What persuades us to protect the environment? | **Lesson 9**  What conclusions can we draw about the sea? | **Lesson 10**  What are the most important ideas about cougars? |
| **Reading Standards** | Informational 2, 3 and 8 | Literature 1 and 9 | Informational 2, 3 and 8 | Literature 1 and 9 | Informational 2, 3 and 8 |
| **Writing Standards** | *Letter Writing Supplement (Being a Writer)* Writing 9: Writing in response to text | | | | |
| **Language Standards** | Verbs  Antonyms | Direct and Indirect Objects  Idioms | Conjunctions (ECC)  Prefixes en-, re-, pre-, pro-  Homographs (ECC) | Complex Sentences (\*review)  Greek and Latin Roots | Quotations (\*review)  Analogies |
| **Foundational Standards** | Word Study: Vowel + /r/ Sounds  Fluency: Expression | Word Study: More Vowel + /r/ Sounds  Fluency: Intonation | Word Study: Homophones  Fluency: Rate | Word Study: Compound Words  Fluency: Phrasing | Word Study: Final schwa + /r/ Sounds  Fluency: Stress |
| **Speaking & Listening** | Speaking and Listening 2: Summarize information from graphics (ECC) | | | | |
| **Science Standards** | Health and Nutrition  *Understand and apply knowledge of personal health and wellness issues:* identify how personal choices impact health and disease prevention, describe preventive physical and mental health measures, including proper diet, nutrition, and exercise, relate the results of investigation and experiments to the amount of chemicals in foods, make appropriate food choices based on nutritional content. | | | | |
| **Health**  **Content** | Physical Activity, Injury Prevention, Anatomy  Health Teacher Lessons: Flexibility and Cardio-Respiratory Endurance (1, 2, 3, 5, 6); Types of Physical Activity (1, 3); Muscle Power (1, 2); Warm Up Cool Down; Destination Respiration (1, 3); The Heart of the Matter (1, 2); The Terrific Twosome: The Brain and the Spinal Cord; The 206 Piece Puzzle (1, 2, 3)  Books: A Million Moves: Keeping Fit; Your Muscular System; Respiration and Circulation | | | | |

(\*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 7 and 9** | **Reading Informational Standards**  **Journeys Lessons 6, 8, 10 and**  **Extending the CC – Unit 2 (ECC)** |
| Literature 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. | Informational 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   * I can determine two or more main ideas and locate key details that support each main idea. * I can explain how key details in a text support the main idea. * I can use the main ideas and key details to summarize a text in my own words. |
| Informational 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.   * I can explain relationships or interactions between individuals, events, ideas, or concepts. * I can explain cause/effect relationships using specific information from the text. * I can support my thinking with specific information from the text. |
| **Literature 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**   * **I can identify details the author uses to develop a theme or topic.** * **I can compare and contrast how authors develop similar themes and topics.** | Informational 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   * I can identify the point an author is trying to make in a nonfiction text. * I can identify the reasons (opinions) an author uses to support their particular point. * I can identify the evidence (facts) an author provides to support their particular points. |
| **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**  ***Letter Writing Supplement***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 6-10 and**  **Extending the CC – Unit 2 (ECC)** |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   * I can draw evidence from fiction and nonfiction texts I have read to support my reflection and analysis of this writing. * I can compose a written response to a text or prompt by:   + analyzing the text or prompt to determine what is being asked.   + forming ideas and supporting my ideas with evidence from the text. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can use main verbs, helping verbs and linking verbs in the appropriate tense. (Lesson 6) * I can explain the use of conjunctions and use them appropriately when writing and editing. (Lesson 8 and ECC) * I can recognize and use correlative conjunctions in my writing. (Lesson 8 and ECC) |
| 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 the prefixes en-, re-, pre- and pro- to help me determine the meaning of a word. (Lesson 8) * I can use context clues to help me determine the meaning of homographs. (Lesson 8 and ECC) * I can use the root words photo, tele, scrib and rupt to help me determine the meaning of a word. (Lesson 9) |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * I can produce an antonym for a known word. (Lesson 6) * I can recognize, interpret and use figurative language to make my writing more interesting. (Lesson 7) * I can recognize and interpret idioms and adages to help me better understand what I am reading. (Lesson 7) * I can produce a synonym for a known word. (Lesson 10) * I can produce analogies using antonyms and synonyms of known words. (Lesson 10) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 6-10** | **Foundational Standards - Fluency**  **Journeys Lessons 6-10** |
| Foundational 3:   * I can read and write words with the vowel + /r/ sounds. (Lessons 6 and 7) * I can recognize and use homophones accurately when I read and write. (Lesson 8) * I can recognize and use compound words accurately (one word, hyphenated or separate words) when I read and write. (Lesson 9) * I can read and write words with the final schwa + r sounds. (Lesson 10) | Foundational 4:   * I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lessons 6, 7 and 9) * I can adjust the rate of my reading to help me better understand the text. (Lesson 8) * I can stress or emphasize certain words when I read aloud to provide meaning to the text. (Lesson 10) |

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| **Speaking & Listening Standards**  **Journeys Lessons 6-10 and Extending the CC – Unit 2 (ECC)** |
| Speaking and Listening 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   * I can summarize information presented in various diverse formats. (ECC) |