Grade 5: Unit 3

Big Idea: History is made by individuals.

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|  | **Lesson 11**  What effect can one person have on history? | **Lesson 12**  How did people’s opinions lead to a revolution? | **Lesson 13**  How do individual acts of bravery shape history? | **Lesson 14**  What events led James Forten to fight for freedom? | **Lesson 15**  How did two young people’s heroic actions differ? |
| **Reading Standards** | Informational 1, 3, 5, 6 & 8 | Informational 1, 3, 5, 6 & 8 (\*ECC\*) | Informational 1, 3, 5, 6 & 8 | Informational 1, 3, 5, 6 & 8 | Informational 1, 3, 5, 6 & 8 |
| **Writing Standards** | *Persuasive Nonfiction (Being a Writer)* Writing 1: Opinion Writing | | | | |
| **Language Standards** | Subject & Object Pronouns (\*review)  Using Reference Sources | Verb Tenses  Using Context | Regular & Irregular Verbs  Thesaurus | Active Voice and Passive Voice (\*building capacity)  Greek and Latin Roots | Easily Confused Verbs  Prefixes in-, im-, il-, ir- |
| **Foundational Standards** | Word Study: VCCV Pattern  Fluency: Accuracy | Word Study: VCV Pattern  Fluency: Rate | Word Study: VCCCV Pattern  Fluency: Phrasing | Word Study: VV Pattern  Fluency: Expression | Word Study: Final Schwa + /l/ Sounds  Fluency: Intonation |
| **Speaking & Listening** | Speaking and Listening 3: Summarize with Reasons and Evidence | | | | |
| **Social Studies Standards** | U.S. – Our Independence  *History/Chronology & Consequence:* examine the costs colonists faced when deciding to move to the Americas, including the costs of lost possessions and risks to personal safety and the benefits of economic opportunities and freedoms once settlements were formed*,* list the causes and effects of the Revolutionary War*,* construct and explain a timeline that shows the major events of the Revolution and the Constitution (1763-1791)  *History/Historical Analysis:* construct a map that shows the location of the thirteen colonies, major landforms, natural resources, etc.*,* compare and contrast life in different colonial regions (NE, Middle, South)*,* explain the triangular trade between Britain, Africa and the thirteen colonies*,* examine different accounts of the Revolutionary War*,* identify the strengths and weaknesses of the American and British forces in the American Revolution, identify some of the roles of women in the American Revolution, depict ways in which the American Revolution affected slaves and American Indians.  *History/Historical Change:* prepare and present the positions of Patriots and Loyalists*,* identify and describe at least 3 events that led to colonists’ cry for independence from Great Britain (i.e. Sugar Act, Stamp Act, Tea Act, Boston Massacre, etc.)*,* explains that the Declaration of Independencewas written to declare the freedom of the thirteen colonies from Great Britain  *Political Science/Citizens and Government:* explain how the principles and ideals set forth in the *Constitution* affect current government and citizen decisions*,* explain that the new government is organized into three branches: legislative, executive, and judicial*,* describe the structure and function of the three branches of government | | | | |
| **Health**  **Content** | Nutrition, Personal & Consumer Health  Health Teacher Lessons: It’s a Matter of Balance (1, 2); Healthful Eating and Exercise (1, 3); Healthful Snacks (1, 2); Nutrition – Food Groups/MyPlate (1); Advertising and Food Choices (1, 2); Food Labels (1, 2, 3, 6); Ready, Set, Test! (1, 2)  Books: Eat Right! How You Can Make Good Food Choices; Healthy Snacks on MyPlate; Eating Right; Big Fat Lies: Advertising Tricks; Looking at labels: The Inside Story; I Know Someone with Diabetes; I Know Someone with Asthma; I Know Someone with Allergies | | | | |

(\*Skills identified as review or building capacity 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**  **None** | **Reading Informational Standards**  **Journeys Lessons 11\*, 12, 13, 14, 15 and**  **Extending the CC – Unit 3 (ECC)**  *(\*while Lesson 11 is considered “historical fiction”, the content of the lesson lends itself to our informational standards.)* |
|  | **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.** |
|  | **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 support my thinking with specific information from the text.** * **I can apply this in historical, scientific, and technical texts.** * **I can explain cause/effect relationships using specific information from the text.** |
| **Informational 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**   * **I can identify the structure used to organize a text.** * **I can compare and contrast the structure of two or more texts.** |
| Informational 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   * I can examine multiple accounts of the same event or topic. * I can identify and discuss similarities and differences between each point of view. |
| 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**  ***Persuasive Nonfiction***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 11-15** |
| Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   * I can select a topic, determine my point of view and provide reasons supported by facts and details from the text to support my purpose for writing. * I can create opinion pieces using an organizational structure that includes:   + an introduction including a clearly stated topic, point of view and ideas to support my point of view.   + reasons supported by facts and details presented logically to support understanding.   + linking words and phrases to connect facts and details to support my opinions.   + a concluding statement or section to provide closure that supports my point of view. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can recognize, produce and use correct verb tenses while writing. (Lessons 12, 13 and 15) * I can use verb tenses consistently and correctly in my writing to show events in the order they happened. (Lessons 12, 13 and 15) |
| 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. (Lesson 12) * I can use reference materials, both in print and digital, to determine the meaning and pronunciation of a word. (Lessons 11 and 13) * I can use the root words graph, meter, port and ject to help me determine the meaning of a word. (Lesson 14) * I can use the prefixes in-, im-, il- and ir- to help me determine the meaning of a word. (Lesson 15) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 11-15** | **Foundational Standards - Fluency**  **Journeys Lessons 11-15** |
| Foundational 3:   * I can read and write words with the VCCV pattern. (Lesson 11) * I can read and write words with the VCV pattern. (Lesson 12) * I can read and write words with the VCCCV pattern. (Lesson 13) * I can read and write words with the VV pattern. (Lesson 14) * I can read and write words with the final schwa + l sounds. (Lesson 15) | Foundational 4:   * I can decode unknown words quickly and accurately when I read aloud to help me better understand the text. (Lesson 11) * I can adjust the rate of my reading to help me better understand the text. (Lesson 12) * I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lesson 13, 14 and 15) |

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| **Speaking & Listening Standards**  **Journeys Lessons 11-15** |
| Speaking and Listening 3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   * I can summarize the points a speaker makes using their specific reasons and evidence. |