Grade 5: Unit 4

Big Idea: Everyone has a story to tell.

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|  | **Lesson 16**Why does an author want to tell a story? | **Lesson 17**What problem does the character face? | **Lesson 18**What part do facts and opinions play in a story? | **Lesson 19**How do you persuade people to support your ideas? | **Lesson 20**How do the beliefs of a character affect a story? |
| **Reading Standards** | Literature 2, 3, 5, 6 and 7 | Literature 2, 3, 5, 6 and 7 | Informational 8 | Literature 2, 3, 5, 6 and 7 | Literature 2, 3, 5, 6 and 7 |
| **Writing Standards** | *Personal Narrative (Being a Writer)*Writing 3: Narrative Writing |
| **Language Standards** | Adjectives (\*review)Word Origins | Adverbs (\*review)Using Reference Sources | Prepositions and Prepositional PhrasesInterjections (\*ECC only)Analogies | More Kinds of Pronouns (\*review)Greek and Latin Suffixes -ism, - ist, -able, -ible | Contractions (\*review)Idioms (ECC) |
| **Foundational Standards** | Word Study: Words with -ed or -ingFluency: Rate | Word Study: More Words with -ed or -ingFluency: Intonation | Word Study: Changing Final y to iFluency: Phrasing | Word Study: Suffixes -ful, -ly, -ness, -less, -mentFluency: Stress | Word Study: Words from Other LanguagesFluency: Accuracy |
| **Speaking & Listening** | Speaking and Listening 6: Formal English (ECC) |
| **Social** **Studies Standards** | U.S.- Multiculturalism and the Story We Tell*History/Historical Change:* trace the migration routes of American Indians into North America.*,* examine historical events recorded in Sioux pictographs that show how geography affected the lives of the Sioux, identify, compare, and contrast seven American Indian cultural regions.*,* analyze artifacts to identify which ones American Indians may have used as they adapted to each region, analyze three dilemmas faced by West Africans in the European slave trade, consider the available choices for West Africans in slave trade dilemmas and identify what actions they took, identify aspects of the lives of enslaved Africans and consider the ways in which plantation owners viewed these activities, recognize and recall social studies vocabulary such as origin story, migrate, environment, adapt, kiva, migration, natural resource, adaptation, pictograph slave trade, dilemma, Middle Passage, triangular trade, slave auction, overseer, griot, spiritual*Behavioral Sciences/Individual and Socialization:* write a journal entry as a West African caught up in the slave trade. *Behavioral Sciences/Issues in Society:* identify aspects of the ways of life of four young American Indians from different cultural regions, role play to infer the experiences of West Africans. |
| **Health****Content** | Community & Environmental HealthHealth Teacher Lessons: Health Services in the Community (1, 2, 4); Reducing Pollution and Conserving Resources (1, 3, 4)Books: 10 Ways I Can Save the Earth; A Bright Idea: Conserving Energy; Saving Energy: Earth’s Resources; Something Old, Something New: Recycling; Clean Planet: Stopping Litter and Pollution; The Great Outdoors: Saving Habitats |

(\*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 Lesson 16, 17, 19, 20 and****Extending the CC – Unit 4 (ECC)** | **Reading Informational Standards** **Journeys Lesson 18** |
| 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 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.
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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)**
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| Literature 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* I can identify structural elements of stories, drama, and poems. (chapter, scene, stanza)
* I can describe how events in a story, drama, or poem fit together to create a cohesive whole.
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| **Literature 6: Describe how a narrator’s or speaker’s point of view influences how events are described.*** **I can identify the narrator or speaker in a fiction passage.**
* **I can identify the narrator or speaker’s point of view based upon details in the passage, which may include opinions or evidence of bias.**
* **I can describe how the narrator or speaker’s point of view influences how events are described.**
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| **Literature 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem).*** **I can analyze the author’s use of multimedia elements (graphic novels, multimedia, picture books, folktale, myth, or poem) and explain how it contributes to the overall feel of the text (mood, tone, etc.).**
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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*****Personal Narrative*** **(Being a Writer)** | **Language Standards** **Journeys Lessons 16-20 and****Extending the CC – Unit 4 (ECC)** |
| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* I can write an original narrative in which I develop a real or imagined experience or event.
* I can use effective technique, descriptive details and clear event sequences in my original narrative.
* I can create an original narrative that includes:
	+ a clear explanation or description of the narrator or characters and a clearly established event or situation.
	+ a sequence of events that unfold naturally and makes sense to the reader.
	+ common techniques of narrative writing such as dialogue, descriptions and pacing to develop the experiences and events throughout the story.
	+ common techniques of narrative writing to clearly explain the response of characters to situations throughout the story.
	+ a variety of transitional words, phrases and clauses to connect the sequence of events clearly for the reader.
	+ a combination of concrete details and sensory details to convey experiences or events.
	+ a relevant conclusion to provide closure.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can use adverbs correctly in my writing to show the frequency or intensity of an action. (Lesson 17)
* I can explain the purpose of prepositions in a sentence and use them correctly while writing and editing. (Lesson 18)
* I can explain the purpose of interjections and use them correctly while writing and editing. (Lesson 18 and ECC)
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| 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 reference materials, both in print and digital, to determine the origin, meaning and pronunciation of a word. (Lesson 16 and 17)
* I can use the suffixes –ism, -ist, -able and -ible to help me determine the meaning of an unknown word. (Lesson 19)
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| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* I can produce analogies using antonyms and synonyms of known words. (Lesson 18)
* I can recognize and interpret idioms and adages to help me better understand what I am reading. (Lesson 20 and ECC)

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| **Foundational Standards - Phonics****Journeys Lessons 16-20** | **Foundational Standards - Fluency****Journeys Lessons 16-20** |
| Foundational 3:* I can read and write words with –ed or -ing. (Lessons 16 and 17)
* I can read and write words in which the final y is changed to an i. (Lesson 18)
* I can read and write words with the suffixes: -ful, -ly, -ness, -less and -ment. (Lesson 19)
* I can read and write words from other languages. (Lesson 20)
 | Foundational 4:* I can adjust the rate of my reading to help me better understand the text. (Lesson 16)
* I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lessons 17 and 18)
* I can stress or emphasize certain words when I read aloud to provide meaning to the text. (Lesson 19)
* I can decode unknown words quickly and accurately when I read aloud to help me better understand the text. (Lesson 20)
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| **Speaking & Listening Standards****Journeys Lessons 16-20 and Extending the CC – Unit 4 (ECC)** |
| Speaking and Listening 6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.* I can identify my purpose and audience when speaking and writing. (ECC)
* I can identify appropriate formal English to use based on my purpose and audience. (ECC)
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