Grade 5: Unit 5

Big Idea: Our country is always changing.

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|  | **Lesson 21**  What events take the children across a changing land? | **Lesson 22**  How does knowing the right actions change events? | **Lesson 23**  Which ideas about vaqueros show how America changed? | **Lesson 24**  Why does a pioneer traveler record events in a journal? | **Lesson 25**  How does the author feel about Lewis and Clark? |
| **Main Selection & Genre** | *Tucket’s Travels*  Historical Fiction | *The Birchbark House*  Historical Fiction | *Vaqueros: America’s First Cowboys*  Informational Text | *Rachel’s Journal: The Story of a Pioneer Girl*  Historical Fiction | *Lewis and Clark*  Narrative Nonfiction |
| **Reading Standards** | Literature 2 and 5 | Literature 2 and 5 | Informational 2, 6 and 9 | Literature 2 and 5 | Informational 2, 6 and 9 |
| **Writing Standards** | *Expository Nonfiction (Being a Writer)* Writing 2: Informational/Explanatory Writing  Writing 7: Research  Writing 8: Sources | | | | |
| **Language Standards** | The Verbs *be* and *have*  Synonyms | Perfect Tenses  Using Reference Sources | Transitions (\*review)  Word Families | Making Comparisons (\*review)  Using Context | Proper Mechanics  Analogies |
| **Foundational Standards** | Word Study: Final /n/, /ǝn/, /chǝr/, /zhǝr/  Fluency: Phrasing | Word Study: Final /ĭj/, /ĭv/, /ĭs/  Fluency: Rate | Word Study: Unstressed Syllables  Fluency: Expression | Word Study: Prefixes in-, un-, dis-, mis-  Fluency: Accuracy | Word Study: Suffix -ion  Fluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 4: Report out on a topic  Speaking and Listening 5: Using visuals and multimedia in presentations | | | | |
| **Social**  **Studies** | From Sea to Shining Sea: The Movement West | | | | |
| **Health** | Family Health & Sexuality | | | | |

(\*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 21, 22, and 24** | **Reading Informational Standards**  **Journeys Lessons 23, 25 and**  **Extending the CC – Unit 5 (ECC)** |
| 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 cause/effect 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 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 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.** |
| **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.** | **Informational 9: Integrate information from several texts on the same topic in order to speak about the subject knowledgeably.**   * **I can combine key details from several texts on the same topic.** * **I can integrate ideas from multiple texts on the same topic to write and/or speak about the topic using my own words.** |
| **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**  ***Expository Nonfiction***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 21-25** |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   * I can write an informational/explanatory text about a topic and provide facts and ideas to support the topic. * I can create a piece that informs or explains a topic using an organizational structure that includes:   + an introduction that provides a general observation and focus of my topic with related information grouped together.   + common features of informational text (headings, labels, etc.) and illustrations to support topic as needed.   + linking words, phrases, and clauses to connect information clearly for my readers.   + precise language and vocabulary to support the information about my topic.   + a relevant concluding statement or section to provide closure. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can edit pieces of writing to make sure verb tenses are consistent throughout the piece. (Lesson 21) * I can recognize, produce and use perfect verb tenses while writing. (Lesson 22) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can determine the correct punctuation (underlining, quotation marks, or italics) to use when writing titles of work. (Lesson 25) |
| Writing 7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.   * I can conduct short research projects about topics I find interesting. * I can use multiple sources during my research to broaden my own understanding and help readers understand different aspects of a topic. | 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 meaning and pronunciation of a word and to find synonyms. (Lesson 21 and 22) * I can use the prefix, suffix, and/or root within an unknown word to help me determine its meaning. (Lesson 23) * I can group words that have the same roots to better understand the meaning of the word. (Lesson 23) * I can use context clues to help me determine the meaning of an unknown word. (Lesson 24) |
| Writing 8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.   * I can recall personal experiences and connect this information to a specific topic. * I can gather information from print and digital sources and connect it to a specific topic. * I can take notes and categorize information to help me summarize and paraphrase information. * I can provide a list of sources for the information I find. | 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 25) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 21-25** | **Foundational Standards - Fluency**  **Journeys Lessons 21-25** |
| Foundational 3:   * I can read and write words with the final sounds: /n/, /ǝn/, /chǝr/, /zhǝr/. (Lesson 21) * I can read and write words with the final sounds /ĭj/, /ĭv/, /ĭs/. (Lesson 22) * I can read and write words with unstressed syllables. (Lesson 23) * I can read and write words with the prefixes: in-, un-, dis- and mis-. (Lesson 24) * I can read and write words with the suffix -ion. (Lesson 25) | Foundational 4:   * I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lessons 21, 23 and 25) * I can adjust the rate of my reading to help me better understand the text. (Lesson 22) * I can monitor my own reading and go back to reread if something didn’t make sense. (Lesson 24) |

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| **Speaking & Listening Standards**  **Journeys Lessons 21-25** |
| Speaking and Listening 4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   * I can present about a topic in a logical sequence, using appropriate facts and relevant details. |
| Speaking and Listening 5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   * I can use graphics or other visuals in my presentation to help the audience understand my topic. |