Grade 5: Unit 6

Big Idea: Discovery takes many paths.

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|  | **Lesson 26**How do graphics and captions help show the paths animals take? | **Lesson 27**What lessons can we learn from other cultures? | **Lesson 28**What facts and opinions have people assembled about fossils? | **Lesson 29**How do people sort through information to reach conclusions? | **Lesson 30**Which details help to explain the important ideas about mazes and paths? |
| **Reading Standards** | Informational 2, 7 and 8 | Literature 1 and 2 | Informational 2, 7 and 8 | Literature 1 and 2 | Informational 2, 7 and 8 |
| **Writing Standards** | *Functional Writing and Poetry (Being a Writer)*Writing 9: Writing in ResponseWriting 10: Writing for a Variety of Purposes |
| **Language Standards** | Possessive Nouns (\*review)Multiple-Meaning Words | Titles and Abbreviations (\*review)Review Suffixes -ness, -less, -ment | Commas in SentencesIdioms | More CommasGreek and Latin Roots | Other Punctuation (\*review)Word Origins |
| **Foundational Standards** | Word Study: Word Parts com-, con-, pre-, pro-Fluency: Phrasing | Word Study: Suffixes -ant, -ent, -able, -ible, -ism, -istFluency: Rate | Word Study: Greek Word PartsFluency: Expression | Word Study: Latin Word RootsFluency: Stress | Word Study: More Words from Other LanguagesFluency: Accuracy |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* |
| **Science****Standards** | Science Discoveries: Earth Materials*Understand and apply knowledge of properties and uses of earth materials:* describe the properties of rocks, determine the hardness of a mineral based on a scratch test, and differentiate between a rock and a mineral. |
| **Health****Content** | Tobacco, Alcohol & Other DrugsHealth Teacher Lessons: You Know What to Say (1, 2, 3); Stand Up For Your Health (tobacco) (1, 2, 3, 4, 7, 8, 9); Refuse to use (alcohol); Surveying Over-the-Counter Drugs; Drugs Don’t Solve Problems (1)Books: Tobacco (Tough Topics); Drugs |

(\*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 27 and 29** | **Reading Informational Standards** **Journeys Lessons 26, 28 and 30** |
| **Literature 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*** **I can identify the two types of information I gain from a text: explicit information (that the author gives me) and information I must infer (using the author’s ideas and my own experiences).**
* **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.**
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| **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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| **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 reflection of a speaker.**
 | **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 determine the point an author is trying to make by identifying the reasons (opinions) and evidence (facts) the author provides in a text.**
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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*****Functional Writing and Poetry*****(Being a Writer)** | **Language Standards** **Journeys Lessons 26-30** |
| 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 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can explain the multiple uses of commas, colons and parentheses in a sentence and use them appropriately while writing and editing. (Lessons 28, 29 and 30)
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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 context clues to help me determine the meaning of an unknown word. (Lesson 26)
* I can use the suffixes –ness, -less and -ment to determine the meaning of an unknown word. (Lesson 27)
* I can use Greek or Latin roots with prefixes and suffixes added to help me determine the meaning of an unknown word. (Lessons 29 and 30)
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| Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* I can write for extended time frames that include researching, reflecting or revising a piece of my own writing.
* I can write for short time frames (a single session or a day or two) to complete original writing for a variety of tasks, purposes and audiences.
 | Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* I can recognize and interpret idioms and adages to help me better understand what I am reading. (Lesson 28)
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| **Foundational Standards - Phonics****Journeys Lessons 26-30** | **Foundational Standards - Fluency****Journeys Lessons 26-30** |
| Foundational 3:* I can read and write words with the word parts con-, com-, pre- and pro-. (Lesson 26)
* I can read and write words with the suffixes –ent, -ant, -ism, ist, -able and -ible. (Lesson 27)
* I can read and write words with Greek word parts. (Lesson 28)
* I can read and write words with Latin word parts. (Lesson 29)
* I can read and write words from other languages. (Lesson 30)
 | Foundational 4:* I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lesson 26)
* I can adjust the rate of my reading to help me better understand the text. (Lesson 27)
* I can change my voice and pause for punctuation when I read aloud to reflect emotion from the text. (Lesson 28)
* I can stress or emphasize certain words when I read aloud to provide meaning to the text. (Lesson 29)
* I can decode unknown words quickly and accurately when I read aloud to help me better understand the text. (Lesson 30)
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| **Speaking & Listening Standards****Journeys Lessons 26-30** |
| *See Overarching Standards for Speaking and Listening 1* |