

Grade 5	Unit 1: Little House in the Big Woods/ Personal Narrative Writing		Suggested Length: 8 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How was life in the frontier days similar and different from life today?</p> <p>2. Why are wolves often portrayed as “the bad guys” in children’s literature?</p> <p>3. How did Laura Ingalls Wilder use her own life to create the <u>Little House</u> series?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 5-R-1 identify meaning from a variety of reading materials, making connections to students’ lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1). <input type="checkbox"/> 5-R-2 recognize characteristics and elements of different kinds of literary works. <input type="checkbox"/> 5-R-3 identify and apply information contained in directions and forms to complete authentic tasks. <input type="checkbox"/> 5-R- employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks. <input type="checkbox"/> 5-R-5 and read materials for enjoyment. <input type="checkbox"/> 5-R-7 use vocabulary and comprehension strategies in context, as well as technology, to understand text. <input type="checkbox"/> 5-W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3) <input type="checkbox"/> 5-W-2 use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations (additional supporting Academic Expectation 5.1). <input type="checkbox"/> 5-W-4 write literary pieces which show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2). <input type="checkbox"/> 5-W-5 write personal pieces, including 	<ul style="list-style-type: none"> <input type="checkbox"/> Story map <input type="checkbox"/> Characters <input type="checkbox"/> Plot <input type="checkbox"/> Setting <input type="checkbox"/> Theme <input type="checkbox"/> Point of view <input type="checkbox"/> Symbolism <input type="checkbox"/> Summarize <input type="checkbox"/> Conclusions <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Similes <input type="checkbox"/> Metaphors <input type="checkbox"/> Sequence <input type="checkbox"/> Sensory details <input type="checkbox"/> First-person <input type="checkbox"/> Dialogue <input type="checkbox"/> Essay <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Author’s Purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Construct a story map of the book identifying characters, plot, setting, theme, and point of view. DOK 2 <input type="checkbox"/> Respond to <u>open response</u> from Chapter 1. Analyze symbolism of wolves as portraying the “bad” guys in children’s literature. DOK 3 <input type="checkbox"/> Interpret a recipe to make homemade butter DOK 2 <input type="checkbox"/> Compare the taste of the “class” made butter to store bought butter by brainstorming a list of adjectives to describe both. DOK 2 <input type="checkbox"/> Prioritize important information from <u>skill sheet</u> “Where Oh Where!”. DOK 2 <input type="checkbox"/> Summarize the continuing stories Pa told Laura within the book. (WP) DOK 2 <input type="checkbox"/> Rubric for summarized story should include main idea and details and restating those in a concise form. DOK 3 <input type="checkbox"/> Produce a <u>diorama</u> depicting a scene from the book. DOK 2 <input type="checkbox"/> Explain orally the completed diorama of the students chosen scene to their classmates. DOK 3 <input type="checkbox"/> Make a <u>quilted story</u> summarizing important events from story. DOK 2 <input type="checkbox"/> Contrast homes of yesterday to homes of today by writing a description of Laura’s home and the students’ home. DOK 3 <input type="checkbox"/> Read an actual letter written from Laura Ingalls Wilder to children telling more about her life. DOK 2 <input type="checkbox"/> Complete a KWL chart of Laura Ingalls Wilder. DOK 2 <input type="checkbox"/> Illustrate Laura’s Christmas, as described in chapter 4, and then illustrate their special holiday. They will compare the two holidays. DOK 2 <input type="checkbox"/> Connect the importance of grandparent relationship within the book to their own lives by competing in an <u>essay</u> contest sponsored by the AARP and the Kentucky Retired Teacher’s Association. (WP) DOK 3 <input type="checkbox"/> Complete any <u>open response</u> question comparing their

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	<p><i>essays, which reflect on personal experience and make connections to real-world issues (additional supporting Academic Expectation 6.3).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>5-W-6 apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> <input type="checkbox"/> <i>5-SLO-2 prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations, with and without technology and visual aids (additional supporting Academic Expectations 5.3).</i> <input type="checkbox"/> <i>5-SLO-3 use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aids.</i> <input type="checkbox"/> <i>ELA-5-T-1 use technology to access ideas and information.</i> <input type="checkbox"/> <i>ELA-5-T-2 explore technology as a means of communication.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-05-1.0.2 Students will use knowledge of synonyms, antonyms or compound words to comprehend a passage. DOK 2 <input type="checkbox"/> RD-05-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-05-2.0.6 Students will summarize information from a passage. <input type="checkbox"/> RD-05-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-05-3.0.3 Students will identify an 		<p>Christmas to Laura’s Christmas. Then make a judgment of who had the better Christmas Laura or themselves. (WP) (CLA) DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a <u>personal narrative writing</u> using the criteria necessary to the apprentice level since this fits well with this story. DOK 2 <input type="checkbox"/> Write a personal narrative about a childhood memory. Focus on transitions. DOK 3 <input type="checkbox"/> Student will reflect on themselves as writers. DOK 3 <input type="checkbox"/> Work on punctuation, spelling, capitalization, and sentence structure during reflective writing. DOK 2 <input type="checkbox"/> Parts of Speech lessons on verbs, adjectives and adverbs. DOK 2

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	<p>author’s purpose in a passage. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-05-5.0.1 Students will evaluate what is read based on the author’s word choice, content or use of literary elements. DOK 3 ❑ WR-E-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified, and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate for the form DOK 4 ❑ WR-E-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece ❑ Developing effective closure DOK 3 ❑ WR-05-2.3.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will engage the interest of the reader. ❑ Students will communicate ideas and details in meaningful order. ❑ Students will apply a variety of transitions or transitional elements between ideas to guide the reader. 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-05-2.3.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will communicate ideas and details in a meaningful order. <input type="checkbox"/> Students will apply organizational devices (e. g., foreshadowing, flashback) when appropriate. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas to guide the reader. <input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-05-2.3.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will establish a context for reading. <input type="checkbox"/> Students will apply the accepted format of the genre. <input type="checkbox"/> Students will develop text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. <input type="checkbox"/> Students will arrange ideas in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details. <input type="checkbox"/> Students will incorporate text features (e.g., subheadings, bullets, fonts, white 		

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	<p>space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</p> <ul style="list-style-type: none"> ❑ Students will create conclusions effectively. ❑ WR-05-2.4.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will develop complete, concise sentences or apply unconventional structures when appropriate. ❑ WR-E-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources) DOK 2 ❑ WR-E-4.7.0 Focusing <ul style="list-style-type: none"> ❑ Connecting to content knowledge ❑ Connecting with to prior learning to write ❑ Initiating an authentic reason to write ❑ Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write. ❑ WR-E-4.8.0 Prewriting <ul style="list-style-type: none"> ❑ Selecting/narrowing topic ❑ Establishing a purpose and central/controlling idea or focus ❑ Identifying and analyzing the audience ❑ Determining the most appropriate form to 		

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	<p>meet the needs of purpose and audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities) <input type="checkbox"/> Organizing ideas- examining other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc. <ul style="list-style-type: none"> <input type="checkbox"/> WR-E-4.9.0 Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Writing draft(s) for an intended audience <input type="checkbox"/> Developing topic, elaborating, exploring sentence variety and language use <input type="checkbox"/> WR-E-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions <input type="checkbox"/> Comparing with rubric criteria and benchmark papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.10.04-Students will identify the topic sentence/main idea of a paragraph. DOK 2 <input type="checkbox"/> WR-05-4.10.5-Students will select 		

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	<p>appropriate supporting details. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.10.06-Students will identify extraneous material. DOK 2 <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.10.7-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. DOK 2 <input type="checkbox"/> WR-05-4.10.8-Students will identify the most effective transitions. DOK 2 <input type="checkbox"/> WR-05-4.10.9 Students will develop effective introductions and closures for writing. DOK 2 <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.10.10-Students will eliminate redundant words and phrases. DOK 2 <input type="checkbox"/> WR-05-4.10.11-Students will choose the most specific word for use in a sentence. DOK 2 <ul style="list-style-type: none"> <input type="checkbox"/> WR-E-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills Language Usage</p>		

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	<ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects. DOK 1 <input type="checkbox"/> WR-05-4.11.13-Students will apply knowledge of present, past, and future verb tenses. DOK 1 <input type="checkbox"/> WR-05-4.11.14-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. DOK 1 <input type="checkbox"/> WR-05-4.11.15-Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun reference and double negatives. DOK 1 <p>Sentence Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.16-Students will correct sentences that are run-ons or awkward. DOK 1 <input type="checkbox"/> WR-05-4.11.17-Students will correct sentence fragments. DOK 1 <input type="checkbox"/> WR-05-4.11.18-Students will combine short, choppy sentences effectively. DOK 2 <p>Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words. DOK 1 <input type="checkbox"/> WR-05-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words. DOK 1 <input type="checkbox"/> WR-05-4.11.21-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions. DOK 1 <input type="checkbox"/> WR-05-4.11.22-Students will apply 		

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	<p>knowledge of spelling patterns, generalizations, and rules to change verb endings. DOK 1</p> <p>Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.23-Students will capitalize proper nouns (e.g., names, days, months). DOK 1 <input type="checkbox"/> WR-05-4.11.24-Students will capitalize the beginning of sentences. DOK 1 <input type="checkbox"/> WR-05-4.11.25-Students will capitalize the pronoun ‘I’. DOK 1 <p>Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.29-Students will correctly punctuate declarative, exclamatory, interrogative, and imperative sentences. DOK 1 <input type="checkbox"/> WR-05-4.11.30-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter. DOK 1 <input type="checkbox"/> WR-05-4.11.31-Students will use beginning and ending quotation marks in dialogue. DOK 1 <p>Documentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-05-4.11.34-Students will document use of sources. <p>Publishing</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-E-4.12.0 <ul style="list-style-type: none"> <input type="checkbox"/> Sharing final piece with intended audience <p>Reflecting</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-E-4.13.0 <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting upon 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Goals as a writer <input type="checkbox"/> Progress and growth as a writer <input type="checkbox"/> Who or what has influenced progress and growth <input type="checkbox"/> Approaches used when composing (e.g., free-writing, mental composing, research, drawing, webbing) <input type="checkbox"/> WR-05-3.5.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for grammar and usage. <input type="checkbox"/> Students will apply language concisely. <input type="checkbox"/> Students will incorporate language appropriate to the content, purpose, and audience. 		

Grade 5	Unit 2: Hatchet/Short Story		Suggested Length: 8 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What would be the greatest challenges students might face if they were lost in an unfamiliar setting for six weeks?</p> <p>2. How is the hatchet symbolic to the story?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>5-R-4 employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks</i> <input type="checkbox"/> <i>5-R-5 select and read materials for enjoyment.</i> <input type="checkbox"/> <i>5-R-6 respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting.</i> <input type="checkbox"/> <i>5-W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Purpose <input type="checkbox"/> Conflict <input type="checkbox"/> Consequences <input type="checkbox"/> Themes <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Sequence <input type="checkbox"/> Flashbacks <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Predictions <input type="checkbox"/> Conclusion <input type="checkbox"/> Climax <input type="checkbox"/> Rising action 	<ul style="list-style-type: none"> <input type="checkbox"/> List 3 items they would want with them if they were going to be stranded in the woods for at least six weeks and defend their choices. DOK 2 <input type="checkbox"/> Create a <u>timeline</u> to sequence the first four chapters to show flashback time shift in this reading. DOK 2 <input type="checkbox"/> Identify causes and effects leading up to the plane crash. DOK 2 <input type="checkbox"/> Identify the themes, which develops from the story. (Relating to the natural world, self-discovery, the value of life) DOK 2 <input type="checkbox"/> Write a paragraph predicting what Brian’s life will be like when he returns home. (WP) DOK 2 <input type="checkbox"/> Identify solutions to a given set of problems within the novel. DOK 1 <input type="checkbox"/> Sequence the events after the tornado leading up to

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3. What things do you take for granted?	<p><i>and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3-)</i></p> <ul style="list-style-type: none"> ❑ <i>5-W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes (additional supporting Academic Expectation 6.3).</i> ❑ <i>5-W-4 write literary pieces which show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2).</i> ❑ <i>5-W-6 apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> ❑ <i>5-I-2 identify types of resources for a variety of tasks and select resources appropriate for specific tasks (additional supporting Academic Expectation 5.4).</i> ❑ <i>5-I-4 identify sources by title and author in written and oral products.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-05-1.0.6 Students will formulate questions to guide reading. DOK 2 ❑ RD-05-1.0.7 Students will scan to find key information. DOK 1 ❑ RD-05-2.0.6 Students will summarize information from a passage. DOK 2 ❑ RD-05-2.0.7 Students will make inferences or draw conclusions based on what is read. 		<p>Brian retrieving the survival pack. DOK 2</p> <ul style="list-style-type: none"> ❑ Read several newspaper articles and identify the criteria of a newspaper article. The articles answer whom? What? When? Where? Why? and How? DOK 2 ❑ Write an <u>article</u> interviewing the moose that attacked Brian. DOK 2 ❑ Respond to an <u>open response</u> question. “You are your most valuable asset. Don’t forget that. You are the best thing you have.” What do you think of this advice from Brian’s teacher? How might Brian use the advice to help himself? How might you use the advice in your own life? DOK ❑ Create a <u>bio-board</u> of the author Gary Paulsen, highlighting important event of his life and other books from information found on the Internet. DOK 3 ❑ Write a <u>brochure</u> describing a Canadian wilderness animal, or survival tips which could be used, or how to help someone who is having a heart attack. Students will complete research in the library to find the information to complete the brochure. DOK 3 ❑ Complete journal writing topics weekly pertaining to the content. DOK 2 ❑ Complete one of three choices as a <u>culminating activity</u>. 1. design a new book cover. 2. collages from magazine pictures related to important events from the story. 3. animal research report presented in a power point presentation. DOK 2 ❑ Write a <u>short story</u>. DOK 3

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	<p>DOK 3</p> <ul style="list-style-type: none"> ❑ RD-05-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 ❑ RD-05-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. DOK 3 ❑ RD-05-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 <p>❑ WR-E-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</p> <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea or theme ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 <p>❑ WR-05-1.1.2 In Literary Writing,</p> <ul style="list-style-type: none"> ❑ Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary. ❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem). 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Students will create a point of view. <input type="checkbox"/> Students will use a suitable tone or appropriate voice. <input type="checkbox"/> Students will apply a fictional perspective in literary writing when appropriate. <input type="checkbox"/> WR-05-1.1.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate a purpose through informing, persuading, or analyzing. <input type="checkbox"/> Students will develop an effective angle to achieve purpose. <input type="checkbox"/> Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece. <input type="checkbox"/> Students will apply characteristics of the selected form (e.g., letter, feature article). <input type="checkbox"/> Students will sustain a suitable tone. <input type="checkbox"/> Students will allow voice to emerge when appropriate. <input type="checkbox"/> WR-05-1.2.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will describe own literacy skills, strategies, or processes. <input type="checkbox"/> Students will explain own decisions. <input type="checkbox"/> Students will identify own strengths and areas for growth. <input type="checkbox"/> Students will support claims about self. <input type="checkbox"/> WR-E-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate DOK 3 		

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	<ul style="list-style-type: none"> ❑ WR-05-2.4. 1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will develop sentences of various structures and lengths throughout the piece. ❑ Students will develop complete sentences or apply unconventional structures when appropriate. ❑ WR-05-2.4.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> ❑ Students will develop sentences of various structures and lengths. ❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. ❑ Students will arrange poetic language in a meaningful order. ❑ Students will apply poetic line breaks effectively. 		

Grade 5	Unit 3: Charley Skedaddle		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. Is there a difference between being scared and being a coward?</p> <p>2. Why do children run away?</p> <p>3. Is it possible to</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ 5-R-1 identify meaning from a variety of reading materials, making connections to students’ lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1). ❑ 5-R-2 recognize characteristics and elements of different kinds of literary works. ❑ 5-R-6 respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting. 	<ul style="list-style-type: none"> ❑ Alliteration ❑ Characterization ❑ Foreshadowing ❑ Similes ❑ Metaphors ❑ Figurative language ❑ Personification ❑ Hyperbole ❑ Supporting details ❑ Transactive writing 	<ul style="list-style-type: none"> ❑ Interpret a letter from a soldier to his wife written during the Civil War era. www.sdcoe.k12.ca.usDOK 2 ❑ Read informational article about author Patricia Robbin Beatty. DOK 2 ❑ Complete a <u>Venn diagram</u> explaining the difference between historical fiction and fiction. DOK 3 ❑ Brainstorm words that describe a responsible person. While reading the novel students will circle words that describe the main character as he grows and matures. DOK 2 ❑ Compare and rank order material possessions and

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<p>regain respect once you've lost it?</p>	<ul style="list-style-type: none"> ❑ <i>5-W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3)</i> ❑ <i>5-W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes (additional supporting Academic Expectation 6.3).</i> ❑ <i>5-W-6 apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> ❑ <i>5-SLO-1 adjust communication based on audience, purpose, and situation.</i> ❑ <i>5-SLO-2 prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations, with and without technology and visual aids (additional supporting Academic Expectations 5.3).</i> ❑ <i>SLO-3 use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aids</i> ❑ <i>5-I-1 develop questions to obtain ideas and information for authentic tasks.</i> ❑ <i>5-I-3 explore research tools to gather ideas and information for a variety of authentic tasks.</i> 		<p>personal qualities using a graphic organizer. DOK 3</p> <ul style="list-style-type: none"> ❑ Create posters with slogans to persuade men to either join Union or Confederate Army. DOK 2 ❑ Reflect on reading by completing various journal entries. DOK 2 ❑ Analyze and interpret the poem “Somebody’s Darling”. DOK 2 ❑ Examine the poem to find examples of alliteration, and personification. DOK 2 ❑ Rewrite a verse and chorus for a “civil war song” to tell about something they would miss if they were in the war. DOK 3 ❑ Complete an <u>open response</u> question. “Is there a difference between being scared and being a coward? Which word best describes Charley Quinn. Support your answer with examples from the novel.” DOK 3 ❑ Complete Face-It skill sheet to role-play situations from the novel to tell how they would have handled different situations from the story. DOK 2 ❑ Identify the true meaning of figurative language found in the text. DOK 2 ❑ <u>Create an informative brochure</u> depicting the research found on runaway children such as causes, statistics, etc. DOK 2 ❑ Complete a story map. DOK 2

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	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-05-1.0.6 Students will formulate questions to guide reading. ❑ RD-05-1.0.7 Students will scan to find key information. ❑ RD-05-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 ❑ RD-05-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. DOK 3 ❑ RD-05-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes, metaphors, personification, hyperbole). DOK 2 ❑ WR-05-1.1.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will evaluate personal progress toward meeting goals in literacy skills. ❑ Students will address needs of the intended audience. ❑ Students will sustain a suitable tone or appropriate voice. ❑ WR-05-1.1.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will communicate a purpose through informing, persuading, or analyzing. ❑ Students will develop an effective angle to achieve purpose. ❑ Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece. ❑ Students will apply characteristics of the selected form (e.g., letter, feature article). ❑ Students will sustain a suitable tone. ❑ Students will allow voice to emerge when 		

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	<p>appropriate.</p> <ul style="list-style-type: none"> ❑ WR-05-1.2.1 In Reflective Writing, <ul style="list-style-type: none"> ❑ Students will describe own literacy skills, strategies, or processes. ❑ Students will explain own decisions. ❑ Students will identify own strengths and areas for growth. ❑ Students will support claims about self. ❑ WR-05-1.2.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will communicate relevant information to clarify a specific purpose. ❑ Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals). ❑ Students will develop explanations to support the writer’s purpose. ❑ Students will apply research to support ideas with facts and opinions. ❑ Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion). ❑ WR-05-3.5.3 In Transactive Writing, <ul style="list-style-type: none"> ❑ Students will adhere to standard guidelines for grammar and usage. ❑ Students will apply precise word choice. ❑ Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience. 		

Grade 5	Unit 4: Weekly Reader/Informational and Persuasive Reading and Writing		Suggested Length: All Year (Weekly Intervals)
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is the major headline of the weekly reader?</p> <p>2. What is the specialized vocabulary located in each weeks newspaper?</p> <p>3. What conclusions and predictions can be drawn from the informational news story?</p> <p>4. How does the informational reading connect to the student’s real life?</p> <p>5. What information is clarified from the bolded headings, illustrations, etc. in each news article?</p> <p>6. What is</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 5-R-1 identify meaning from a variety of reading materials, making connections to students’ lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1). <input type="checkbox"/> 5-R-3 identify and apply information contained in directions and forms to complete authentic tasks. <input type="checkbox"/> 5-R-7 use vocabulary and comprehension strategies in context, as well as technology, to understand text. <input type="checkbox"/> ELA-5-W- 1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3). <input type="checkbox"/> ELA-5-SLO-4 apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks (additional supporting Academic Expectation 5.1). <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-05-2.0.6 Students will summarize information from a passage. <input type="checkbox"/> RD-05-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-05-3.0.5 Students will identify fact or opinion from a passage. <input type="checkbox"/> RD-05-3.0.9 Students will identify 	<ul style="list-style-type: none"> <input type="checkbox"/> Fact <input type="checkbox"/> Opinion <input type="checkbox"/> Headline <input type="checkbox"/> Conclusion <input type="checkbox"/> Prediction <input type="checkbox"/> Informational reading <input type="checkbox"/> Persuasive reading <input type="checkbox"/> Testimonial <input type="checkbox"/> Bandwagon <input type="checkbox"/> Propaganda <input type="checkbox"/> Contrast <input type="checkbox"/> Bias <input type="checkbox"/> Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the cause and effect found within the Weekly Reader article. DOK 2 <input type="checkbox"/> Sequence steps involved in the performance of a task. DOK 2 <input type="checkbox"/> Differentiate main ideas from supporting details in articles found throughout the Weekly Reader. DOK 3 <input type="checkbox"/> Define the specialized vocabulary found throughout the weekly reader articles. DOK 2 <input type="checkbox"/> Analyze political cartoons and their connection of what is occurring in their own lives. DOK 2 <input type="checkbox"/> Critique statements in advertisements as actual facts or opinion. DOK 2 <input type="checkbox"/> Debate on topics found within the weekly reader article. DOK 2 <input type="checkbox"/> Examine articles to locate unfamiliar vocabulary and define the words using context clues, as well as, the dictionary. DOK 2 <input type="checkbox"/> Complete Web Quest “The Truth and Nothing but the Truth. www.pampetty.com to identify the propaganda techniques sometimes used in persuasive texts. DOK 2 <input type="checkbox"/> Summarize informational texts to identify the main points, using Literacy Quest. www.turnerfenton.com DOK 2 <input type="checkbox"/> Formulate their own opinion of whether owning a dog is worth the time and effort by reading informational texts found on the Internet. DOK 2 <input type="checkbox"/> Write a recommendation of whether or not a dog is worth the time and effort and support their opinion with facts found in the texts. DOK 2 <input type="checkbox"/> <u>Create a “How to be a Successful Fifth Grader” picture book</u> to persuade upcoming fifth graders to be successful. DOK 3

Grade 5	Unit 4: Weekly Reader/Informational and Persuasive Reading and Writing		Suggested Length: All Year (Weekly Intervals)
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
considered fact and opinion in each news story?	<p>commonly used persuasive techniques (i.e., bandwagon, emotional appeal, testimonial, expert opinion) used in a passage. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-05-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-05-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		

Grade 5	Unit 5: Poetry 1-2-3		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are sound devices used in poetry?</p> <p>2. Can you identify rhythmical patterns in poetry?</p> <p>3. What is the difference between abstract and concrete words?</p> <p>4. How can the five senses enhance poetry?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-5-W-6 apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> <input type="checkbox"/> <i>ELA-5-T-2 explore technology as a means of communication.</i> <input type="checkbox"/> <i>ELA-5-W-4 write literary pieces, which show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2).</i> <input type="checkbox"/> <i>ELA-5-R-2 recognize characteristics and elements of different kinds of literary works.</i> <p><u>Core Content</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rhyme <input type="checkbox"/> Rhyme Scheme <input type="checkbox"/> Rhythm <input type="checkbox"/> Alliteration <input type="checkbox"/> Assonance <input type="checkbox"/> Consonance <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Abstract Words <input type="checkbox"/> Concrete Words <input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Sensory detail <input type="checkbox"/> Cinquain poem <input type="checkbox"/> Haiku poem <input type="checkbox"/> Acrostic poem <input type="checkbox"/> Syllabic <input type="checkbox"/> Shape poem <input type="checkbox"/> Personification 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify sound devices in a poem. (rhyme, alliteration, assonance, consonance) DOK 2 <input type="checkbox"/> Distinguish between abstract words and concrete words. DOK 2 <input type="checkbox"/> Identify simile and metaphors. DOK 2 <input type="checkbox"/> Integrate the five senses to enhance appreciation of poetry. DOK 2 <input type="checkbox"/> Compose a haiku and cinquain poem using syllabic rhythmical patterns. DOK 3 <input type="checkbox"/> Discriminate word choice to write an acrostic poem. DOK 2 <input type="checkbox"/> Create a shaped poem by writing the words to look like the topic they are describing. DOK 2 <input type="checkbox"/> Develop rhythm schemes by writing an iambic tetrameter, trochaic tetrameter and anapests DOK 3

Grade 5	Unit 5: Poetry 1-2-3		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
5. What are some different forms of poetry?	<ul style="list-style-type: none"> ❑ RD-05-2.0.3 Students will locate key ideas or information in a passage. DOK 1 ❑ WR-05-3.5.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> ❑ Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect. ❑ Students will incorporate language based on economy, precision, richness, or impact on the reader. ❑ Students will develop ideas through descriptive or figurative language. 		