

Grade 5 English Language Arts Year-at-a-Glance 2021 - 2022

The grade level **Priority Standards** are the identified instructional focus for each unit to support acceleration. **Anchor lessons** can be used to provide scaffolded support based on diagnostic and formative assessment data collected through the unit as students work toward mastery of the grade level standard.

The grade level **Target Standards** are assessed through the Periodic Assessments. Lessons are provided for each of the target standards in a unit. Formative assessments from these lessons and the data from the Periodic Assessments should be used to inform instruction and identify needs for acceleration support in upcoming lessons and units.

Unit	Unit One	Unit Two	Unit Three
Title	Innovation and Discovery	Revolutionary Perspectives	Historical Fiction Genre Study
Duration	25-30 Days	20-30 Days	25-31 Days
Big Idea and Essential Questions	<p>Big Idea: Having passion and persistence can help one transform their ideas into actions and lead to making changes in the world.</p> <p>Essential Questions: <i>How can passion and persistence help you achieve your goals?</i> <i>How do discoveries transform lives? How can people transform their world?</i></p>	<p>Big Idea: We can look to history to see how people and events effect our lives today.</p> <p>Essential Questions: <i>How can people and events transform the world?</i> <i>When is it necessary to challenge authority?</i></p>	<p>Big Idea: Historical Fiction is a genre in which an author uses history as a setting for a fiction story.</p> <p>Essential Questions: <i>How do authors combine fiction and historical fact to create a work of historical fiction?</i> <i>When is it necessary to challenge authority?</i></p>
Learning Checkpoint	<p>Analysis Task – Collaboration Explanation Students read <i>Gulf Spill Superheroes</i> and take notes on the authors' supporting reasons and/or evidence that support the main point. Students reread <i>Helping Hands</i> and their notes on the text. Using information from both texts, students answer the following question: <i>What are the most important aspects of collaboration?</i></p>	<p>Analysis Task- Paul Revere’s Ride Students will read <i>The Famous Ride of Paul Revere</i> and <i>They Rode, Too</i>. After reading these different accounts of the ride of Paul Revere, students will analyze the similarities and differences in the accounts and explain how each account helps historians have a better understanding of what happened on the evening of April 18, 1775.</p>	<p>Analysis Task – Character Report Card Students have been reading a historical fiction novel about characters living during the American Revolution. Based on their research into the American Revolution from the previous unit, students evaluate whether or not the author created a character whose experience is realistic for the time period while avoiding stereotypes. Students will create a “report card” for the character</p>
Culminating Event (End of Unit Performance Task)	<p>Analysis Task - Creating an Infographic Students will read <i>The Boy Who Invented TV</i> and view the video, <i>Television</i>. Students will use information from both sources to produce an infographic that answers the question: <i>What events contributed to the development of the television?</i></p>	<p>Research Task: Hidden Figures in the American Revolution Students research a lesser-known figure of the American Revolution and participate in a Living Museum in which they present a speech as that person about their life and their contributions to the American Revolution.</p>	<p>Analysis Task - Historical Fiction Book Talk Students will write a book review as to whether or not their historical fiction novel should be included on a website’s “must read” list of historical fiction based on how well it fits the characteristics of the genre. Students will add a multimedia component and present their book talk to the class.</p>
Priority Standards	RI.1, RL.2 , RI.4 Anchor lessons for Acceleration linked above. W.2	RI.3 , RL.6 , RI.9 Anchor lessons for Acceleration linked above. W.2	RL.1, RL.2 , RL.6 Anchor lessons for Acceleration linked above. W.1

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<p>Target Standards</p>	<p>RI.1, RI.2, RI.3, RI.4, RI.9 W.2 L.2, L.4</p>	<p>RI.1, RI.2, RI.3, RI.4, RI.6, RI.8, RI.9 W.2 L.1, L.2, L.4 SL.4, SL.5, SL.6</p>	<p>RL.1, RL.2, RL.3, RL.4, RL.6, W.1 L.1, L.2, L.3, L.4, L.5 SL.1, SL.4, SL.5, SL.6</p>
<p>Mentor Texts</p>	<p>Informational Texts:</p> <ul style="list-style-type: none"> • <i>Undeclared (novel) (above level)</i> • <i>Shipwreck at the Bottom of the World (novel) (above level)</i> • <i>Abraham Lincoln Photobiography (novel) (above level)</i> <p>Comprehensive planners can be found in  Acceleration Small Group Resources</p> <ul style="list-style-type: none"> • "Gulf Spill Superheroes" (Wonders) • "Helping Hands," (Wonders) • "One Well" (Wonders) • "The Boy Who Invented TV" (Wonders) <p>Media: Video – "Television"</p>	<p>Informational Texts:</p> <p>Several articles from <i>Toolkit Texts Short Non-fiction for American History The American Revolution and Constitution</i></p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> • <i>Toliver's Secret (novel – on level)</i> • <i>Phoebe the Spy (novel - below level)</i> • <i>Secret Soldier (novel - below level)</i> • <i>Chains (novel - above level)</i> • <i>The True Confessions of Charlotte Doyle (novel - above level)</i> <p>Comprehensive planners can be found in  Acceleration Small Group Resources</p>

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Unit	Unit Four	Unit Five	Unit Six
Title	Writing Worth Reading	Our Ever-Transforming World	Risk and Reward
Duration	25-30 Days	18-20 Days	22-26 Days
Big Idea and Essential Questions	<p>Big Idea: Authors use various writing techniques and find inspiration for writing from a variety of places.</p> <p>Essential Questions: <i>What makes a piece of writing worth reading?</i> <i>How do authors craft writing worth reading?</i></p>	<p>Big Idea: Information and transformations in the world drastically impacts the way we think about life.</p> <p>Essential Questions: <i>How does information help to transform and clarify our thinking?</i> <i>How has our world transformed and how does this</i></p>	<p>Big Idea: Decisions we make often reveal what we believe and value. Decisions are also impacted by weighing the risks and rewards.</p> <p>Essential Questions: <i>How do the choices we make reflect our beliefs and values?</i> <i>When is the risk worth the reward?</i></p>
Learning Checkpoint	<p>Analysis Task – Opinion Letter Students read the text <i>Weslandia</i>. They identify the overall theme and tone of the text and explain how the illustrations contribute. Students use their analyses to write an opinion to the school librarian which explains whether or not they believe <i>Weslandia</i> deserves to be nominated for a Caldecott Award.</p>	<p>Analysis Task - Editorial Students read/watch multiple texts on the topic of water bottles. They will explain the similarities and differences in the points of view on the issue using reasons and evidence from all three articles and the video in a short essay. Then, students will write a letter to the editor of the Baltimore Sun on the current issue of water bottles, defending a point of view on the topic using reasons and evidence.</p>	<p>Analysis Task – Theme "Recipe" Comparison Students read two fantasy stories with similar themes. Students compare two characters from one of the fantasy stories. Students then create two recipes, which explain two different ways to develop a similar theme.</p>
Culminating Event (End of Unit Performance Task)	<p>Narrative Task – Original Narrative Students read novels by award winning authors. The theme of being an individual is revealed through each of these stories. Students write an original narrative, either real or imagined, that addresses this theme.</p>	<p>Research Task – PSA A local congressperson wants to invest money into a scientific field that will support the protection of our earth. Students choose a field of science to research, use at least two texts and one video source, and at least two multimedia resources. Students create and present their PSA.</p>	<p>Narrative Task - Graphic Novel from Another Point of View Students choose an important event from their novel to analyze. Then, students rewrite the event from a different point of view in the form of a graphic novel. Students will share their graphic novels with their peers.</p>
Priority Standards	<p>RL.2, RL.3, RL.4 Anchor lessons for Acceleration linked above. W.3</p>	<p>RI.7, RI.8, RI.9 Anchor lessons for Acceleration linked above. W.1</p>	<p>RL.5, RL.6, RL.9 Anchor lessons for Acceleration linked above. W.3</p>
Target Standards	<p>RL.1, RL.2, RL.3, RL.4 W.3 L.1, L.2, L.4, L.5 SL.4, SL.6</p>	<p>RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, RI.9 W.1, W.8 L.1, L.4 SL.4, SL.5, SL.6</p>	<p>RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9 W.3 L.2, L.4, L.5 SL.4, SL.5, SL.6</p>

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<p>Mentor Texts</p>	<p>Literary Texts:</p> <ul style="list-style-type: none"> • <i>Project Mulberry</i> by Linda Sue Park (novel) *from Wonders classroom library set (gr.4) • <i>The Mixed up Files of Mrs. Basil E. Frankweiler</i> (novel) (below level) • <i>Wonder</i> (novel) (on level) • <i>The White Mountains</i> (novel) (above level) Comprehensive planners can be found in  Acceleration Small Group Resources • “Weslandia” (<i>Literature Anthology</i>, Unit 3, Week 2, pages 198 – 211) 	<p>Informational Texts:</p> <ul style="list-style-type: none"> • <i>World Without Fish</i> (novel) (above level) Comprehensive planners can be found in  Acceleration Small Group Resources • “Bottled Water: The Right Choice” (<i>Smarter Balanced Performance Tasks</i>, page 32) (moderately complex) • “Bottled Water: The Wrong Choice” (<i>Smarter Balanced Performance Tasks</i>, page 33) (moderately complex) 	<p>Literary Texts:</p> <ul style="list-style-type: none"> • <i>The One and Only Ivan</i> (<i>Tumble books-novel</i>) - read aloud • <i>Frindle</i> (novel) (below level) • <i>Tuck Everlasting</i> (novel) (on level) • <i>The Hobbit</i> (novel) (above level) Comprehensive planners can be found in  Acceleration Small Group Resources
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