



5th Grade ELA – Q3 Snapshot “Courage” Created for 2016-2017 (11/17/2016)

Extended Text: *The True Confessions of Charlotte Doyle* (RL.5.1-RL.5.9)

Texts	Standards and Sample TDQs	Culminating Tasks
<p>Weeks 1 - 2: (01/02 – 01/06 *3 day week through 01/09 – 01/13)</p> <p>Argumentative Writing Practice</p> <p>“All Year Round School”</p> <p>and</p> <p>“Year-Round Schools Don’t Boost Learning, Study Finds”</p> <p>(focus on relevant support and opinion; Spiral RI standards as appropriate when reading)</p>	<p>W.5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information (includes a-d).</p> <p>W.5.1a – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.1b – Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c – Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>W.5.1d – Provide a concluding statement or section related to the opinion presented.</p>	<p>Opinion with Paired (RI) Texts: “A modern trend in school districts across the United States is a shift toward attending school on a year round basis, rather than the traditional school calendar year. Based on what you’ve read, write an argumentative essay in which you make a claim that one calendar is better than the other. Support your claim with evidence from both texts.</p>
<p>Weeks 3-4: (01/16 – 01/27)</p> <p>Courage Kick-Off</p> <p>(F) – “Storm Warriors” (short story), <i>Journeys</i>, page 266</p> <p>(F) – “Henry Box Brown” (drama) – <i>Note: We will incorporate more drama opportunities into Q4.</i></p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>(focus on theme, summarizing sections, dialogue)</p> <p>RL.5.3 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).</p> <p>(focus on setting; how characters are alike/different)</p> <p>RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>(focus on story structure/plot, purpose, transitions of scenes)</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 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, poem).</p>	<p>Informational (RL): (taken from page 281 of <i>Journeys</i>): “Storm Warriors is written from the main character’s, Nathan’s, point of view. How does his point of view affect descriptions in the story? Think about what would be different if one of the surfmen or sailors told the story. Write a well developed response explaining how Nathan’s point of view shapes the story and affects how you see events and other story characters. Use quotes and evidence from the text to support your ideas.</p>

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<p>Weeks 5-6: (01/30 – 2/10)</p> <p>Paired Texts (3)</p> <p>(NF) “Attack at Sea” (from Feb/March ’16 <i>Storyworks</i></p> <p>(NF) – “The Unsinkable Titanic” Info Text</p> <p>(NF) – “The Search for Pirate Gold” <i>Storyworks</i>, Oct-Nov 2016</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 – 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.</p> <p>RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>with Paired (RI) Texts: TBD</p>
<p>Week 7-10: (02/13 – 03/10)</p> <p><i>The True Confessions of Charlotte Doyle</i></p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability</p>	

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	<p>to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
<p>Language Standards and Speaking & Listening Standards are imbedded in daily warm-up and daily lessons.</p> <p>Additional Notes: Writing Standards (including time for POW, TIDE, TREE, “Do-What”, and writing rubric) will be embedded throughout quarter. Language standards are spiraled in daily warm up opportunities, through extended text, and other activities.</p>		