



**5<sup>th</sup> Grade ELA – Q1 Snapshot**  
**“Perseverance”**  
**Created 04/20/2016**

**Extended Text: Frindle (RL.5.1-RL.5.9)**

<b>Texts</b>	<b>Standards and TDQs</b>	<b>Culminating Tasks</b>
<p><b>Week 1:</b>  <b>Aug. 2 – Aug. 5</b></p> <ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Lockers</li> <li>• IR Expectations</li> <li>• Text Evidence Tracker Activity</li> </ul>		
<p><b>Week 2:</b>  <b>Aug. 8 – Aug. 12</b></p> <p>Laptops:</p> <ul style="list-style-type: none"> <li>➤ Safe Handling</li> <li>➤ Digital Citizenship</li> <li>➤ Log-ins</li> <li>➤ Canvas</li> <li>➤ Storyboardthat.com</li> <li>➤ Socrative</li> </ul> <p>Perseverance Kick-off            Library visits</p>		
<p><b>Weeks 3-4:</b>  <b>Aug. 15 – Aug. 19</b>  <b>Aug. 22 – Aug. 26</b></p> <ul style="list-style-type: none"> <li>• <i>Frindle</i> novel study</li> <li>• Narrative Writing (paragraphs)</li> </ul>	<p><b>RL.5.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> - 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><b>RL.5.3</b> - 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><b>RL.5.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5</b> – 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><b>RL.5.6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>W.5.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (Includes a-e).</p>	
<p><b>Week 5:</b>  <b>Aug. 29 – Sept. 2</b></p> <p>(F) – “Lunch Money” by Andrew Clements, <i>Journeys</i> text – pg 482</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>“Greg makes an interesting discovery about school and quarters. What is it that he actually figured out? Why is this an exciting moment</i></p>	

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<p>Narrative cont'd IA fiction test (midterm)</p>	<p><i>for Greg? Use examples from the story to support your answers."</i></p> <p><b>RL.5.2</b> 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><b>RL.5.3</b> 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><b>RL.5.5</b> – 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><b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><i>"How does Greg's point of view influence the description of events in 'Lunch Money'?"</i></p> <p><b>RL.5.7</b> 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><i>"Explain how the author uses visuals to make Greg's personality and voice come through the story. What do the illustrations help you understand about the story and the main character?"</i></p> <p><b>RL.5.9</b> (with <i>Frindle</i>) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	
<p><b>Week 6: Sept. 5 – Sept. 9</b></p> <p>"Bethany Hamilton" (NF) "Lexi Youngberg" (NF)</p>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>"Based on the information in the 'Bethany Hamilton' article, what can you infer about Bethany's personality? What text evidence supports your inference?"</i></p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><i>"Summarize the 'Bethany Hamilton' article by explaining the main ideas and key supporting details."</i></p> <p><b>RI.5.3</b> 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><i>"Explain the importance of Holt's presence the day Bethany Hamilton was attacked by a shark."</i></p> <p><i>"Explain the significance of Bethany's success at the NSSA National Championships."</i></p>	<p><b>Informative Writing (RI)</b> — For use with "Bethany Hamilton" article — <del>Prompt: You have read an article and watched a video clip about Bethany Hamilton. Bethany became famous under circumstances that were dangerous and undesirable to many, if not most, people. Based on the information you've read and watched about her fateful day, write an informative essay which explains how Bethany Hamilton persevered and ultimately became famous. As you draft your essay, consider: challenges Bethany faced, changes she has undergone, details about her story before, during, and after the tragic event that changed her life.</del></p>
<p><b>Week 7: Sept. 12 – Sept. 16</b></p> <p>(NF) – "Surviving YouTube" Storyworks, Sept. 2013</p>	<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>(SYT) <i>"Identify details from the text that support the claim that Rebecca Black was able to become successful despite the negativity that surrounded her."</i></p>	<p><b>Opinion Writing (RI)</b> — You have read the article "Surviving YouTube" by Justin O'Neill. In the article, Rebecca Black quickly becomes famous after creating a music video and posting it on YouTube. As you</p>

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<p>(NF) – “The Secrets of Success?” <i>Storyworks</i>, April/May 2014</p>	<p><i>“Based on the text, make an inference about the personality traits required to survive the rise to fame.”</i></p> <p>(SoS) - <i>“Based on the accounts regarding people in the text, explain the common experience they have shared (citing direct evidence from the text). What does this common experience show about what it takes to be successful?”</i></p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>(SYT) <i>“Identify the main ideas of ‘Surviving YouTube’ and justify each main idea by identifying the strongest details that support each main idea.”</i></p> <p>(SYT) <i>“Create a summary of ‘Surviving YouTube’ by explaining the main ideas and key supporting details.”</i></p> <p>(SoS) <i>“One main idea found in the text is that many famous people have experienced loss or disappointment in some form. Determine another main idea from ‘The Secrets of Success?’ Summarize these main ideas in 2-3 paragraphs using key details from the text in your response.”</i></p> <p><b>RI.5.3</b> 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>(SYT) <i>“Based on information in the article ‘Surviving YouTube’, explain the impact technology has on someone’s ability to become famous. What evidence from the text supports your claim?”</i></p> <p>(SYT) <i>“Based on information in the article ‘Surviving YouTube’, explain the possible effects of negative publicity. What evidence supports your claim?”</i></p> <p><b>RI.5.5</b> (paired texts) 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><i>“Refer to the text structure (i.e. how the passage is arranged and written) found in the articles ‘Surviving YouTube’ and ‘The Secret of Success?’ Using evidence, explain how these structures differ (e.g., chronology, comparison, cause/effect, problem/solution).”</i></p>	<p>reread the text, think about whether Rebecca’s experience impacted her positively or negatively. Write a paragraph arguing whether Rebecca’s quick rise to fame was a positive or negative experience. Support your opinion with evidence from the article.</p>
<p><b>Week 8: Sept. 19 – Sept. 23</b></p> <p>(F) – “The Princess and the Pea” by Annie Dalton, <i>Journeys</i> text, pg 66</p>	<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>“How does the theme of a story help the reader see relationships and connections between what is explicitly stated through text evidence and what is inferred through context clues?”</i></p> <p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to</p>	<p><b>Informational (RL)</b> – You have just read “The Princess and the Pea” written by Annie Dalton and illustrated by Belinda Downes. Think about the theme of this fairy tale. What message does the author convey about a person and how their character is perceived by others? Are first impressions always lasting? As you analyze the visual images, how do they support the theme</p>

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	<p>challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><i>“Reflecting on prior knowledge of theme, how would you defend the princess’s actions to the challenges she faced in ‘The Princess and the Pea’? What judgments would you make about her actions as you summarize the events of the story?”</i></p> <p><b>RL.5.3</b> 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><i>“How would you compare/contrast the ideas of Greg from ‘Lunch Money’ to those of the princess from ‘The Princess and the Pea’ as you analyze the obstacles of each character? Drawing upon specific details from each story, how do the settings and story events help you make these conclusions?”</i></p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><i>“Assess the value of vivid language and phrases, such as similes and metaphors, and explain how the author uses these devices to enhance the story’s meaning and message.”</i></p> <p><b>RL.5.5</b> 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><i>“Evaluate the sequence of events and story elements from ‘The Princess and the Pea’ by re-telling it in your own version.”</i></p> <p><b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><i>“How does the narrator of ‘The Princess and the Pea’ influence the description of events in the story?”</i></p> <p><i>“How would the story be different if told from the princess’s first-person point-of-view?”</i> (Teachers may want to include fractured fairy tales short texts for this standard).</p> <p><b>RL.5.7</b> – 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><i>“How do the illustrations in ‘The Princess and the Pea’ contribute to the beauty of the story?”</i></p>	<p>that first impressions of a person/character sometimes change?</p> <p>Analyze both text and visual elements from “The Princess and the Pea” to explain how a person’s character may be perceived one way in the beginning, yet change with time and circumstances. Explain how the tone from the illustrations support the theme that first impressions may not always be lasting.</p> <p><b>W.5.2</b> – Write informative/explanatory texts to examine a topic and convey ideas for information clearly. (Includes a –e).</p> <p><i>(Teacher note: Add L.5.5a – Interpret figurative language, including similes and metaphors, in context; L.5.5b – Recognize and explain the meaning of common idioms, adages, and proverbs.?)</i></p>
<p><b>Week 9: Sept. 26 – Sept. 30</b></p> <p>Full Narrative Essay</p>	<p><b>W.5.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (Includes a – e).</p> <p><b>W.5.3a</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.3b</b> – Use narrative techniques, such as dialogue, description, and pacing, to develop</p>	<p><b>Narrative Prompt:</b> As it turns out, Abraham Lincoln did become the president of the United States. Write a narrative in which you retell the text from the viewpoint of Mrs. Crawford. What would Mrs. Crawford say about knowing President Lincoln as a young boy? Use details from the passage to help you write your story. Make certain to use narrative techniques such as</p>

	<p>experiences and events or show the responses of character to situations.</p> <p><b>W.5.3c</b> – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>W.5.3d</b> – Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.5.3e</b> – Provide a conclusion that follows from the narrated experiences or events.</p>	<p>dialogue, description, and pacing to develop experiences and events. Remember to use correct grammar, usage, capitalization, punctuation, and spelling when writing your story.</p>
<p><b>Language Standards and Speaking &amp; Listening Standards are imbedded in daily warm-up and daily lessons.</b></p>		

Teacher Note: (If Time Allows) – Students read “I Will Not Get Out of Heart Yet” (NF Short Text).

RI.5.1 – In his letter, Walter W. Lenoir states, “I will not get out of heart yet.” Based on evidence in the text, what do you infer he means by this? Why was this statement selected as the title to represent the entire text?

RI.5.3 – Explain the connection among Brigadier General Stephen Joseph McGroarty, Wiliam W. Lenoir, and thousands of other Civil War soldiers.

RI.5.5 – (w/ “Bethany Hamilton”) How does the overall structure of “I Will Not Get out of Heart Yet” differ from the Bethany Hamilton article?