



## 5<sup>th</sup> Grade ELA – Q2 Snapshot “Ingenuity” Created 09/16/2016

Extended Text: *Hugo Cabret* (RL.5.1-RL.5.9)

Texts	Standards and Sample TDQs	Culminating Tasks
<p><b>Week 1</b> <b>(10/10 – 10/14):</b></p> <ul style="list-style-type: none"> <li>• Ingenuity Kick-Off</li> <li>• “Inventioneers” articles</li> </ul>	<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><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><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><b>RI.5.4</b> – 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><b>RI.5.5</b> – 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><b>RI.5.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> – 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>(Genius Hour?)</p>
<p><b>Week 2</b> <b>(10/17 – 10/21):</b></p> <p>“How Candy Conquered America”</p> <p>~~~and paired text~~~</p> <p>“When Candy was a Healthy Meal” – September 2015 Storyworks</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><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><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><b>RI.5.4</b> – 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><b>RI.5.5</b> – 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><b>RI.5.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> – Draw on information from multiple print or digital sources,</p>	<p><b>Expository Writing with Informational Texts Options:</b> You have read two texts illustrating how people’s ideas about candy have changed from the 1800s to today. Analyze each text for ways our ideas have shifted. Write a well-organized response explaining how our perspectives have changed and what has caused us to change our ideas over the years. Use information from both texts. Be sure to cite evidence and use proper grammar and mechanics.</p>

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	<p>demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.9</b> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
<p><b>Week 3: (10/24 – 10/28)</b></p> <p>LAFFF (short story –sci fi) Lensey Namioka Page 510, <i>Journeys</i></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>“The story begins and ends with the same statements; What connection does the author make between the “Around and Around” winning submission and the “LAFFF” story itself?”</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><i>“What types of conflict take place in LAFFF, and how do the characters respond to each type?”</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 does the author illustrate the differences between Peter and Dr. Lu Manchu?”</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>“How does the author use figurative language to enhance the imagery of the text?”</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>“How does the author’s emphasis on the writing contest and Angela’s self-esteem impact the rest of the story?”</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 would the story be different if told from Dr. Lu Manchu’s point-of-view?”</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>“How do the illustrations contribute to the mood of the story?”</i></p> <p><b>RL.5.9</b> - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><i>“Compare and contrast the inventions in “LAFFF” and Hugo Cabret.” (at end of quarter)</i></p>	<p>Opinion (Fiction Text): In the science fiction short story, “LAFFF”, the two main characters, Peter and Angela, both change throughout the story. Brainstorm ways both characters develop as the story progresses. Write an opinion essay arguing for which character experiences the greatest transition.</p>

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<p><b>Weeks 4: (10/31 – 11/4)</b></p> <p>Poetry</p> <p>“Inventions” “What is Yet to Be” “Words Free as Confetti” (58-60 <i>Journeys</i>) text</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><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.5.4</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>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><b>Week 5: (11/7 – 11/11)</b></p> <p>Alexander Graham Bell</p> <p>~~~~and~~~~</p> <p>Braille (paired text writing – comparing and contrasting)</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><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><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><b>RI.5.4</b> – 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><b>RI.5.5</b> – 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><b>RI.5.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI.5.7</b> – 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><b>RI.5.9</b> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>W.5.2 (a – e)</b> – Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p>	<p><b>Full Expository Essay:</b></p> <p>Informational Writing with paired informational short texts:</p> <p>“You have read two texts about famous inventors Alexander Graham Bell and Louis Braille. The authors of both texts explain the background of each inventor and the evolution of their inventions. Brainstorm the similarities and differences of these two great men. Write a well-developed essay comparing and contrasting how each man’s childhood influenced an invention that changed the world.”</p>
<p><b>Weeks 6 – 10: (Weeks 11/14 – 12/16)</b></p> <p><i>Hugo Cabret</i></p>	<p><b>All RL Standards</b></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>	

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**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.

**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).

**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.

**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.

**RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.

**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).

**RL.5.9** - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Language Standards and Speaking & Listening Standards are imbedded in daily warm-up and daily lessons.**

**Additional Notes:** Writing Standards (including time for POW, TIDE, TREE, “Do-What”, and writing rubric) will be taught through Monday Writing Workshops.