

****NOTE: This Unit is to be completed after the completion of Unit 4B**

5th Grade ELA

Unit 1 “Depending on Each Other”
Module A (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand that themes in literary texts are developed through the characters, settings, and events.
- **Writers:** Understand that various narrative techniques can be used to develop stories.
- **Learners:** Understand that people change in reaction to their surroundings.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.3	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 11:</p> <p><i>Night of the Spadefoot Toads</i> (LT, 610L)</p> <p>AR Quiz: 131221</p>	<p>Lesson 1 & 6: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lesson 2: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>Lesson 3: Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.2.6)</p> <p>Lessons 4, 5, 8 - 11: 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.1.2)</p> <p>Lessons 7: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p>	<p>Lesson 1: Process = Independence; Strategy = Comprehension</p> <p>Lesson 2: Process = Independence; Strategy = Comprehension</p> <p>Lesson 3: Process = Independence; Strategy = Comprehension</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 6: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 7: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 8: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 9: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 1: Compare and Contrast Characters</p> <p>Lesson 2: Analyze Craft and Style</p> <p>Lesson 3: Analyze Narrator Point of View</p> <p>Lesson 4: Establish a Situation</p> <p>Lesson 5: Develop a Character</p> <p>Lesson 6: Develop a Sequence of Events</p> <p>Lesson 7: Develop Setting</p> <p>Lesson 8: Write Dialogue</p> <p>Lesson 9: Develop Theme and Resolution</p> <p>Lesson 10: Develop Description</p> <p>Lesson 11: Develop Pacing</p>	<p>Lesson 1: Write about Characters</p> <p>Lesson 2: Write a Literary Analysis</p> <p>Lesson 3: Retell a Scene from a Different Point of View</p> <p>Lesson 4: Write to Establish a Situation</p> <p>Lesson 5: Write a Description of a Character</p> <p>Lesson 6: Write a Sequence of Events</p> <p>Lesson 7: Describe a Setting</p> <p>Lesson 8: Write a Dialogue Between Two Characters</p> <p>Lesson 9: Revise to Add Details Supporting a Theme</p> <p>Lesson 10: Write a New Scene</p> <p>Lesson 11:</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>			

	<p>Lessons 1 - 5: suffix -ly Lessons 6 - 10: Greek and Latin Roots Lessons 11: compound words</p>	<p>Lesson 10: Process = Independence; Strategy = Critical Thinking Lesson 11: Process = Independence; Strategy = Critical Thinking</p>		<p>Review and Revise a Scene</p>
<p>Lesson 12 - 13: Shells <i>(Text Collection)</i></p>	<p>Lesson 12: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lessons 13: 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.1.2)</p>	<p>Lesson 12: Process = Independence; Strategy = Comprehension Lesson 13: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 12: Plan a Narrative Lesson 13: Draft a Scene in a Narrative</p>	<p>Lesson 12: Plan an Original Story Lesson 13: Draft a Scene</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>			
	<p>Lessons 12 - 13: compound words</p>			
<p>Lesson 14: Night of the Spadefoot Toads (LT, 610L) and Shells (Text Collection)</p>	<p>Lesson 14: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)</p>	<p>Lesson 14: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 14: Revise or Rewrite a Narrative</p>	<p>Lesson 14: Revise and Rewrite a Narrative</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>			
	<p>Lessons 14: compound words</p>			
<p>Lesson 15 - 16: Hatchet (Text Collection)</p>	<p>Lessons 15: 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.1.2) Lesson 16: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p>	<p>Lesson 15: Process = Engagement & Identity; Strategy = Comprehension Lesson 16: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 15: Edit and Proofread a Narrative Lesson 16: Publish and Present a Narrative</p>	<p>Lesson 15: Edit and Proofread a Narrative Lesson 16: Publish and Present a Narrative</p>

	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5</p> <p>Lessons 15: compound words Lessons 16: shades of meaning</p>			
<p>Lesson 17: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)</p>	<p>Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 17: shades of meaning</p>	<p>Lesson 17: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 17: Research to Explore Theme</p>	<p>Lesson 17: Write Using Multiple Sources</p>
<p>Lesson 18: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)</p>	<p>Lesson 18: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 18: shades of meaning</p>	<p>Lesson 18: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 18: Research to Explore Theme</p>	<p>Lesson 18: Write a Short Story</p>
BENCHMARK VOCABULARY:	<p>RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.</p>			
i-READY LESSONS:				
Required Assessments	<p>ReadyGen Unit 1 Module A Assessment</p> <p>Performance-Based Assessment Task: (TE pg. 192) Students will write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment. FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf FLDOE Rubric (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionRubric4-5_Final1.pdf</p>			

ESSENTIAL QUESTIONS:

ADDITIONAL TEXT IN TEXT SET

*NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.

Title	Author	Book Level	Word Count	AR Quiz
The Alaskan Pipeline	Benjamin Lazarus	5.8	2815	910494
Animals of the Arctic	Elizabeth Crane	5.4	2816	910361
The Battle Over the Rain Forest	Sarah Bright	6.2	2027	904874
The Best Community Service Project Ever	Joan Nichols	4.1	2964	910351
Birds of a Feather	Linda Lara Puente	3.7	1523	904740
Dogs on the Job	Jim Aaron	5.4	1824	910456
The Ecosystems of Rain Forests	M.J. Spackman	5.1	2024	904829
Egg Watching	Natalie Rompella	3.3	2442	904858
Exploring the World Below	Kathy Furgang	6.7	2630	910367
Living in Harsh Lands	Richard C. Lawrence			
Sharing Our Planet	Margie O'Hern	5.0	3040	910493
The Signs	Becky Cheston	4.4	2806	908631
Twilight of the Wolves	Jason Lublinski	5.2	7576	904818
Two Powerful Rivers	Stephanie Sigue	5.6	1945	901506
A Visit to El Yunque	Hugo Acevedo	4.7	1290	904733

5th Grade ELA**Unit 1 "Depending on Each Other"****Module B (Approximately 25 days)****Enduring Understandings:**

- **Readers:** Understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Writers:** Understand how to develop a topic with facts, definitions, and concrete details.
- **Learners:** Understand that all living things interact with and affect one another.

LESSON	READING	INDEPENDENT READING	WRITING
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TEXT	INSTRUCTIONAL FOCUS	FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	LAFS.5.W.1.2	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 8:</p> <p><i>Washed Up!</i> (LT, 910L)</p> <p><i>AR Quiz: n/a</i></p>	<p>Lesson 1 & 4: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1)</p> <p>Lesson 2, 3, 5 & 6: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lessons 7: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5).</p> <p>Lessons 8: 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.1.2)</p>	<p>Lesson 1: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 2: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 3: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 6: Process = Independence; Strategy = Comprehension</p> <p>Lesson 7: Process = Independence; Strategy = Comprehension</p> <p>Lesson 8: Process = Independence; Strategy = Comprehension</p>	<p>Lesson 1: Choose and Introduce a Topic</p> <p>Lesson 2: Organize Ideas</p> <p>Lesson 3: Use Quotations to Develop a Topic</p> <p>Lesson 4: Develop a Topic with Facts and Details</p> <p>Lesson 5: Develop a Topic with Domain-Specific Vocabulary</p> <p>Lesson 6: Develop a Topic with Visuals</p> <p>Lesson 7: Use Transitions to Link Information</p> <p>Lesson 8: Develop a Conclusion</p>	<p>Lesson 1: Write an Introductory Paragraph</p> <p>Lesson 2: Develop an Outline</p> <p>Lesson 3: Incorporate Quotations into a Draft</p> <p>Lesson 4: Include Facts and Details in Body Paragraphs</p> <p>Lesson 5: Add Domain-Specific Terminology</p> <p>Lesson 6: Add Visuals</p> <p>Lesson 7: Revise for Organization and Transitions</p> <p>Lesson 8: Develop a Conclusion</p>
	<p>FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4 and LAFS.5.L.5.5</p>			
	<p>Lessons 1 - 5: suffix -ing Lessons 6 - 10: Homographs & Homonyms</p>			
<p>Lesson 9 - 12:</p> <p><i>Rain Forest Food Chains</i> (Text Collection)</p>	<p>Lesson 9, 10: 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. (RI.1.3)</p> <p>Lessons 11: Determine the meaning of general academic and domain-specific words and phrases in a text relevant</p>	<p>Lesson 9: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 10: Process = Engagement & Identity; Strategy = Vocabulary</p>	<p>Lesson 9: Analyze Text Features and Visuals</p> <p>Lesson 10: Research a Topic</p> <p>Lesson 11: Synthesize Information from Multiple Sources</p>	<p>Lesson 9: Write an Analysis</p> <p>Lesson 10: Conduct Research and Take Notes</p> <p>Lesson 11: Synthesize Information</p> <p>Lesson 12:</p>

	<p>to a grade 5 topic or subject area. (RI.2.4) Lessons 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p>	<p>Knowledge Lesson 11: Process = Independence; Strategy = Fluency Lesson 12: Process = Independence; Strategy = Critical Thinking</p>	<p>Lesson 12: Plan an Informative Brochure</p>	<p>Create an Outline</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>			
	<p>Lessons 9 - 10: Homographs and Homonyms Lessons 11 - 12: Words from Spanish/French</p>			
<p>Lesson 13: <i>Washed Up!</i> (LT, 910L) and <i>Rain Forest Food Chains</i> (Text Collection)</p>	<p>Lesson 13: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)</p>	<p>Lesson 13: Process = Independence; Strategy = Critical Thinking</p>	<p>Lesson 13: Draft and Informative Brochure</p>	<p>Lesson 13: Write a Draft</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p>			
	<p>Lessons 13: Words from Spanish/French</p>			
<p>Lesson 14 - 16: <i>Pale Male</i> (Text Collection)</p>	<p>Lessons 14, 16: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2). Lesson 15: 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. (RI.1.3)</p>	<p>Lesson 14: Process = Stamina; Strategy = Comprehension Lesson 15: Process = Stamina; Strategy = Critical Thinking Lesson 16: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 14: Revise or Rewrite an Informative Brochure Lesson 15: Edit and Proofread an Informative Brochure Lesson 16: Publish and Present an Informative Brochure</p>	<p>Lesson 14: Write an Informative/ Explanatory Text Lesson 15: Informative/ Explanatory Writing Lesson 16: Informative/ Explanatory Writing</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>			
	<p>Lessons 14 - 15: Words from Spanish/French Lessons 16: suffixes -tion, -ion</p>			
<p>Lesson 17: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)</p>	<p>Lesson 17: 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. (RI.2.5)</p>	<p>Lesson 17: Process = Engagement & Identity; Strategy = Critical Thinking</p>	<p>Lesson 17: Compare and Contrast Information</p>	<p>Lesson 17: Write an Informative/ Explanatory Text</p>
	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>			

	Lessons 17: suffixes -tion, -ion			
Lesson 18: <i>Night of the Spadefoot Toads</i> (LT, 610L) and <i>Hatchet</i> (Text Collection)	Lesson 18: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)	Lesson 18: Process = Engagement & Identity; Strategy = Vocabulary Knowledge	Lesson 18: Develop a Compare-Contrast Essay	Lesson 18: Write an Informative/ Explanatory Text
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4			
	Lessons 18: suffixes -tion, -ion			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.			
i-READY LESSONS:	RL1.3 - i-Ready Lesson 5 Comparing and Contrasting Characters in Drama Lesson 6 Comparing and Contrasting Settings and Events		RI 1.3 - i-Ready Lesson 4a Explaining Relationships in Scientific and Technical Texts Lesson 4b Explaining Relationships in Historical Text	
Required Assessments	Standards Mastery Form A: RL1.3		Standards Mastery Form A: RI 1.3	
	District Writing Prompt #1 Performance-Based Assessment Task: (TE pg. 392) Students will write a clear and logical informative essay that describes one of the environments they read about in the selection. FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf			

ESSENTIAL QUESTIONS:	
RL1.3	<ul style="list-style-type: none"> Who were the major/minor characters in the story? Support your answer using text evidence. In the story, what character traits best describe the characters ___ and ___? Use evidence from the text to support your answer. In what ways are the characters ___ and ___ alike? Use details from the text to support your comparison. In what ways are the characters ___ and ___ different? How do these differences affect the story? What attitudes do the characters display in the story? Describe the events/circumstances that contribute to making them feel this way. How do the characters ___ and ___ respond to the challenge(s) in the story? Compare and contrast their responses using details from the text. What event(s) in the story contributes to a change in the main character's attitude from ___ to ___? Look at the dialogue in the passage. What does it reveal about the character's personality or actions? How is the setting at the beginning of the story alike/different from the setting at the end? How does the change in setting affect the passage? What are some similarities and differences between ___ (setting) and ___ (setting)? What are two major events in the text and how does each event affect the outcome of the story?

RI 1.3

- How are _____ and _____ related? Use sequence, time, or cause and effect words to explain their relationship.
- How did this historical event/scientific discovery change history? Explain your thinking using evidence from the text.
- How did the events/individuals/ideas/or concepts discussed in the text impact history? Support your answer using details from the text.
- According to the article, how does _____ interact with _____ during the process of _____? Support your answer using details from the text.
- Compare and contrast the accomplishments of both _____ and _____.
- Name the steps in a procedure from the text. Use sequence or time words to explain how they are connected.
- Create a timeline of the important historical events mentioned in the text. How are these events connected?

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5th Grade ELA
Unit 1 “Depending on Each Other”
Module B (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Writers:** Understand how to develop a topic with facts, definitions, and concrete details.
- **Learners:** Understand that all living things interact with and affect one another.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.2	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
Lessons 1 - 8: <i>Washed Up!</i> (LT, 910L) <i>AR Quiz: n/a</i>	Lesson 1 & 4: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1) Lesson 2, 3, 5 & 6: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lessons 7: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5). Lessons 8: 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.1.2)	Lesson 1: Process = Engagement & Identity; Strategy = Comprehension Lesson 2: Process = Engagement & Identity; Strategy = Comprehension Lesson 3: Process = Engagement & Identity; Strategy = Comprehension Lesson 4: Process = Engagement & Identity; Strategy = Comprehension Lesson 5: Process = Engagement & Identity; Strategy = Comprehension Lesson 6: Process = Independence; Strategy = Comprehension Lesson 7: Process = Independence; Strategy = Comprehension Lesson 8: Process = Independence; Strategy = Comprehension	Lesson 1: Choose and Introduce a Topic Lesson 2: Organize Ideas Lesson 3: Use Quotations to Develop a Topic Lesson 4: Develop a Topic with Facts and Details Lesson 5: Develop a Topic with Domain-Specific Vocabulary Lesson 6: Develop a Topic with Visuals Lesson 7: Use Transitions to Link Information Lesson 8: Develop a Conclusion	Lesson 1: Write an Introductory Paragraph Lesson 2: Develop an Outline Lesson 3: Incorporate Quotations into a Draft Lesson 4: Include Facts and Details in Body Paragraphs Lesson 5: Add Domain-Specific Terminology Lesson 6: Add Visuals Lesson 7: Revise for Organization and Transitions Lesson 8: Develop a Conclusion
	FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4 and LAFS.5.L.5.5			
	Lessons 1 - 5: suffix -ing Lessons 6 - 10: Homographs & Homonyms			

<p>Lesson 9 - 12:</p> <p><i>Rain Forest Food Chains</i> (Text Collection)</p>	<p>Lesson 9, 10: 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. (RI.1.3)</p> <p>Lessons 11: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)</p> <p>Lessons 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 9 - 10: Homographs and Homonyms Lessons 11 - 12: Words from Spanish/French</p>	<p>Lesson 9: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 10: Process = Engagement & Identity; Strategy = Vocabulary Knowledge</p> <p>Lesson 11: Process = Independence; Strategy = Fluency</p> <p>Lesson 12: Process = Independence; Strategy = Critical Thinking</p>	<p>Lesson 9: Analyze Text Features and Visuals</p> <p>Lesson 10: Research a Topic</p> <p>Lesson 11: Synthesize Information from Multiple Sources</p> <p>Lesson 12: Plan an Informative Brochure</p>	<p>Lesson 9: Write an Analysis</p> <p>Lesson 10: Conduct Research and Take Notes</p> <p>Lesson 11: Synthesize Information</p> <p>Lesson 12: Create an Outline</p>
<p>Lesson 13:</p> <p><i>Washed Up!</i> (LT, 910L) and <i>Rain Forest Food Chains</i> (Text Collection)</p>	<p>Lesson 13: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 13: Words from Spanish/French</p>	<p>Lesson 13: Process = Independence; Strategy = Critical Thinking</p>	<p>Lesson 13: Draft and Informative Brochure</p>	<p>Lesson 13: Write a Draft</p>
<p>Lesson 14 - 16:</p> <p><i>Pale Male</i> (Text Collection)</p>	<p>Lessons 14, 16: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2).</p> <p>Lesson 15: 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. (RI.1.3)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 14 - 15: Words from Spanish/French Lessons 16: suffixes -tion, -ion</p>	<p>Lesson 14: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 15: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 16: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 14: Revise or Rewrite an Informative Brochure</p> <p>Lesson 15: Edit and Proofread an Informative Brochure</p> <p>Lesson 16: Publish and Present an Informative Brochure</p>	<p>Lesson 14: Write an Informative/ Explanatory Text</p> <p>Lesson 15: Informative/ Explanatory Writing</p> <p>Lesson 16: Informative/ Explanatory Writing</p>

Lesson 17: Night of the Spadefoot Toads (LT, 610L) and Hatchet (Text Collection)	Lesson 17: 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. (RI.2.5)	Lesson 17: Process = Engagement & Identity; Strategy = Critical Thinking	Lesson 17: Compare and Contrast Information	Lesson 17: Write an Informative/ Explanatory Text
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4			
	Lessons 17: suffixes -tion, -ion			
Lesson 18: Night of the Spadefoot Toads (LT, 610L) and Hatchet (Text Collection)	Lesson 18: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)	Lesson 18: Process = Engagement & Identity; Strategy = Vocabulary Knowledge	Lesson 18: Develop a Compare-Contrast Essay	Lesson 18: Write an Informative/ Explanatory Text
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4			
	Lessons 18: suffixes -tion, -ion			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>Refer to teacher edition for lesson vocabulary.</i>			
i-READY LESSONS:	RL1.3 - i-Ready Lesson 5 Comparing and Contrasting Characters in Drama Lesson 6 Comparing and Contrasting Settings and Events		RI 1.3 - i-Ready Lesson 4a Explaining Relationships in Scientific and Technical Texts Lesson 4b Explaining Relationships in Historical Text	
Required Assessments	Standards Mastery Form A: RL1.3		Standards Mastery Form A: RI 1.3	
	District Writing Prompt #1 Performance-Based Assessment Task: (TE pg. 392) Students will write a clear and logical informative essay that describes one of the environments they read about in the selection. FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf			

ESSENTIAL QUESTIONS:	
RL1.3	<ul style="list-style-type: none"> ● Who were the major/minor characters in the story? Support your answer using text evidence. ● In the story, what character traits best describe the characters ___ and ___? Use evidence from the text to support your answer. ● In what ways are the characters ___ and ___ alike? Use details from the text to support your comparison. ● In what ways are the characters ___ and ___ different? How do these differences affect the story?

	<ul style="list-style-type: none"> • What attitudes do the characters display in the story? Describe the events/circumstances that contribute to making them feel this way. • How do the characters ___ and ___ respond to the challenge(s) in the story? Compare and contrast their responses using details from the text. • What event(s) in the story contributes to a change in the main character's attitude from ___ to ___? • Look at the dialogue in the passage. What does it reveal about the character's personality or actions? • How is the setting at the beginning of the story alike/different from the setting at the end? How does the change in setting affect the passage? • What are some similarities and differences between ___ (setting) and ___ (setting)? • What are two major events in the text and how does each event affect the outcome of the story?
RI 1.3	<ul style="list-style-type: none"> • How are ___ and ___ related? Use sequence, time, or cause and effect words to explain their relationship. • How did this historical event/scientific discovery change history? Explain your thinking using evidence from the text. • How did the events/individuals/ideas/or concepts discussed in the text impact history? Support your answer using details from the text. • According to the article, how does ___ interact with ___ during the process of ___? Support your answer using details from the text. • Compare and contrast the accomplishments of both ___ and ___. • Name the steps in a procedure from the text. Use sequence or time words to explain how they are connected. • Create a timeline of the important historical events mentioned in the text. How are these events connected?

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
The Alaskan Pipeline	Benjamin Lazarus	5.8	2815	910494
Animals of the Arctic	Elizabeth Crane	5.4	2816	910361
The Battle Over the Rain Forest	Sarah Bright	6.2	2027	904874
The Best Community Service Project Ever	Joan Nichols	4.1	2964	910351
Birds of a Feather	Linda Lara Puente	3.7	1523	904740
Dogs on the Job	Jim Aaron	5.4	1824	910456
The Ecosystems of Rain Forests	M.J. Spackman	5.1	2024	904829
Egg Watching	Natalie Rompella	3.3	2442	904858
Exploring the World Below	Kathy Furgang	6.7	2630	910367
Living in Harsh Lands	Richard C. Lawrence			

Sharing Our Planet	Margie O'Hern	5.0	3040	910493
The Signs	Becky Cheston	4.4	2806	908631
Twilight of the Wolves	Jason Lublinski	5.2	7576	904818
Two Powerful Rivers	Stephanie Sique	5.6	1945	901506
A Visit to El Yunque	Hugo Acevedo	4.7	1290	904733

5th Grade ELA
Unit 2 “Finding Courage”
Module A (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand the importance of summarizing text.
- **Writers:** Understand that opinions can be supported with evidence from a variety of sources.
- **Learners:** Understand that people respond to inequality and injustice in different ways.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.1	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 10:</p> <p><i>The Road to Freedom (LT, 780L)</i></p> <p><i>AR Quiz: n/a</i></p>	<p>Lesson 1, 7: Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.2.6).</p> <p>Lesson 2, 8: 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.3.7)</p> <p>Lessons 3: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5).</p> <p>Lessons 4, 6, 9: 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.1.2).</p> <p>Lesson 5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>Lesson 10:</p>	<p>Lesson 1: Process = Independence; Strategy = Comprehension</p> <p>Lesson 2: Process = Independence; Strategy = Fluency</p> <p>Lesson 3: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 6: Process = Engagement & Identity; Strategy = Fluency</p> <p>Lesson 7: Process = Stamina; Strategy = Fluency</p> <p>Lesson 8: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 9:</p>	<p>Lesson 1: Analyze Point of View</p> <p>Lesson 2: Analyze Visual Elements</p> <p>Lesson 3: Analyze Author’s Style</p> <p>Lesson 4: Develop an Opinion Statement and Introduction</p> <p>Lesson 5: Gather Evidence to Support an Opinion</p> <p>Lesson 6: Organize Ideas</p> <p>Lesson 7: Strengthen Reasons and Evidence</p> <p>Lesson 8: Use Transitions to Clarify an Opinion</p> <p>Lesson 9: Develop a Conclusion</p> <p>Lesson 10: Analyze Multiple Perspectives</p>	<p>Lesson 1: Write an Opinion</p> <p>Lesson 2: State and Support an Opinion</p> <p>Lesson 3: Support an Opinion</p> <p>Lesson 4: Write an Opinion Statement and Introduction</p> <p>Lesson 5: Use Evidence to Support an Opinion</p> <p>Lesson 6: Draft an Outline</p> <p>Lesson 7: Revise an Opinion</p> <p>Lesson 8: Add Transitions</p> <p>Lesson 9: Revise and Conclude</p> <p>Lesson 10: Write from Multiple Perspectives</p>

	<p>Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p>	<p>Process = Stamina; Strategy = Critical Thinking Lesson 10: Process = independence; Strategy = Critical Thinking</p>		
	<p>FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.5</p> <p>Lessons 1 - 5: Words from Spanish Lessons 6 - 10: Word Families</p>			
<p>Lesson 11: <i>Harriet Tubman</i> (Text Collection)</p>	<p>Lesson 11: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 11: suffixes -s, -ed, -ing</p>	<p>Lesson 11: Process = Independence; Strategy = Critical Thinking</p>	<p>Lesson 11: Evaluate Opinion</p>	<p>Lesson 11: Write an Opinion Essay</p>
<p>Lesson 12 - 13: <i>Operation Clean Sweep</i> (Text Collection)</p>	<p>Lesson 12: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3) Lesson 13: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 12 - 13: suffixes -s, -ed, -ing</p>	<p>Lesson 12: Process = Independence; Strategy = Comprehension Lesson 13: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 12: Plan a Speech Lesson 13: Draft a Speech</p>	<p>Lesson 12: Plan and Prewrite an Opinion Speech Lesson 13: Draft an Opinion Speech</p>
<p>Lesson 14: <i>The Road to Freedom</i> (LT, 780L) and <i>Operation</i></p>	<p>Lesson 14: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)</p>	<p>Lesson 14: Process = Engagement & Identity Strategy = Critical Thinking</p>	<p>Lesson 14: Revise and Rewrite a Speech</p>	<p>Lesson 14: Revise for Structure and Word Choice</p>

<p>Clean Sweep (Text Collection)</p>	<p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 14: suffixes -s, -ed, -ing</p>			
<p>Lesson 15 - 16:</p> <p>Cesar Chavez: Champion of Workers (Text Collection)</p>	<p>Lesson 15: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p> <p>Lesson 16: 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. (RI.2.5)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5</p> <p>Lessons 15: suffixes -s, -ed, -ing Lessons 16: Shades of Meaning</p>	<p>Lesson 15: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 16: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 15: Edit and Proofread a Speech Lesson 16: Present a Speech</p>	<p>Lesson 15: Use Peer Review to Improve Opinion Writing Lesson 16: Prepare to Present</p>
<p>Lesson 17 - 18:</p> <p>The Road to Freedom (LT, 780L), Operation Clean Sweep (Text Collection), and Cesar Chavez: Champion of Workers (Text Collection)</p>	<p>Lesson 17: 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.3.7)</p> <p>Lesson 18: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 17 - 18: Shades of Meaning</p>	<p>Lesson 17: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 18: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 17: Conduct Research and Cite Sources Lesson 18: Analyze Sources and Develop an Opinion</p>	<p>Lesson 17: Write an Opinion Lesson 18: Prepare to Write</p>
<p>BENCHMARK VOCABULARY:</p>	<p>RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.</p>			

i-READY LESSONS:	RL2.4 i-Ready Lesson 15 Language and Meaning RI 2.4 i-Ready Lesson 11 Unfamiliar Words	RL1.1 i-Ready Lesson 10 Using Details to Support Inferences in Literary Texts RI 1.1 i-Ready Lesson 3 Using Details to Support Inferences
Required Assessments	Standards Mastery Form A: RL2.4 Standards Mastery Form A: RI 2.4	Standards Mastery Form A: RL1.1 Standards Mastery Form A: RI 1.1
<p>Performance-Based Assessment Task: (TE pg. 192) Students will choose an example of inequality of injustice either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.</p> <p>FLDOE Rubric (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf</p>		

ESSENTIAL QUESTIONS:	
RL2.4	<ul style="list-style-type: none"> • What does the word/phrase _____ mean? What context clues can you find in the text that help you figure out the meaning? • What does the word/phrase _____ mean in the sentence “_____”? • Which word(s) from the passage has a positive/negative connotation? Why do you think the author chose to use this word(s)? • What do you think the author is trying to say when (s)he uses the figurative phrase ____? What evidence can you find in the text to help you figure out the meaning? • Why do you think the author compares _____ with _____ in the simile/metaphor “_____”? • What mood does the author create/communicate by using the simile _____? • What does the idiom “_____” mean? What context clues can you find in the text that help you figure out the meaning?
RI 2.4	<ul style="list-style-type: none"> • What does the word/phrase _____ mean? What context clues can you find in the text that help you figure out the meaning? • What does the word/phrase _____ mean in the sentence “_____”? • What word(s) in the sentence helps the reader understand what the word _____ means? • What tools or strategies can you use to figure out the meaning of the word _____? • Where else in the text can you look to help you figure out what the word _____ means? • In the word _____, are there any parts of the word that you already know? How can you use that information to help you figure out the word’s meaning? • What Greek/Latin root words make up the word _____? What do its roots suggest about the word’s meaning?
RL1.1	<ul style="list-style-type: none"> • What can you infer from what you have read so far? Use evidence from the text to support your thinking. • What was the author’s purpose in writing the text? Use evidence from the text to support your answer. • What can you conclude after reading the text? Explain the details from the text that led you to your conclusions. • Based on the text evidence, how does ____ (character) feel about ____? Use details and examples from the text to support your answer. • According to the evidence found in the text, what is the major difference between _____ and _____? • Where in the text does the author state that _____? • Why do you think the author chose to tell the story from _____’s point of view? Use text evidence to support your answer.
RI 1.1	<ul style="list-style-type: none"> • Who or what is the text about? Use text evidence to support your answer.

- What do you think was the author's purpose in writing this passage? Support your thinking with evidence.
- What conclusion(s) can you make from the text? Use evidence to support your answer.
- What is the author's point of view on the topic discussed in the text? Use evidence to support your answer.
- What reason from the text best supports the author's point of view that _____?
- Where in the text does the author say that _____? Point to the evidence that supports your answer.
- What is one important detail that you learned while reading the article ____? Use text evidence to explain why you think it is important.

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749
Blues Legends	Stephanie Wilder	6.2	2342	910271
Equality in American Schools	Lillian Forman	6.7	1696	905213
Grace Hopper: Computer Pioneer	Peggy Thomas			
It Can Be Done! The Life and Legacy of Cesar Chavez	Vivian Cuesta			
Louis Armstrong, Jazz Artist	Maya Davis	4.3	1232	904750
A Migrant Music: Jazz	C.A. Barnhart	7.2	2354	910389
The Most Dangerous Woman in America	Becky Cheston	5.9	2655	910316
The Movements of Citizens	Jill Kushner	7.3	2352	910352
Our New Life in the Big City	Guy Wakemore	4.1	2949	910374
The Very Special Gift	Natalie Rompella	4.3	3280	910388
Women Who Broke Barriers: The New Face of TV News	Lou Ann Walker			
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749

5th Grade ELA
Unit 2 “Finding Courage”
Module B (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand that relationships between individuals and historical events are more important to their understanding of a text.
- **Writers:** Understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information.
- **Learners:** Understand that social movements are produced by a unique combination of leadership and events.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.2	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 7:</p> <p><i>Real-Life Superheroes (IT, 1030L)</i></p> <p><i>AR Quiz: n/a</i></p>	<p>Lesson 1, 4: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2).</p> <p>Lesson 2, 6, 7: 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. (RI.1.3)</p> <p>Lessons 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)</p> <p>Lessons 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)</p>	<p>Lesson 1: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 2: Process = Independence; Strategy = Comprehension</p> <p>Lesson 3: Process = Independence; Strategy = Vocabulary Knowledge</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 6: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 7: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 1: Introduce a Topic</p> <p>Lesson 2: Organize Ideas</p> <p>Lesson 3: Use Quotations to Develop a Topic</p> <p>Lesson 4: Develop a Topic with Facts and Details</p> <p>Lesson 5: Develop a Topic with Domain-Specific Vocabulary</p> <p>Lesson 6: Develop a Topic with Visuals and Text Features</p> <p>Lesson 7: Use Transitions to Link Information</p>	<p>Lesson 1: Write an Introduction</p> <p>Lesson 2: Organize and Outline Informative/ Explanatory Text</p> <p>Lesson 3: Develop informative/ Explanatory Text with Quotations</p> <p>Lesson 4: Develop Informative/ Explanatory Text with Facts and Details</p> <p>Lesson 5: Add Precise Language to Informative/ Explanatory Text</p> <p>Lesson 6: Add Visuals and Text Features to Informative/Explanatory Text</p> <p>Lesson 7: Add Transitions to Informative/ Explanatory Text</p>
	<p>FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4</p>			
	<p>Lessons 1 - 5: Greek & Latin Roots Lessons 6 - 7: suffixes -tion, -ion, -ous</p>			
Lesson	Lesson 8, 9:	Lesson 8:	Lesson 8:	Lesson 8:

<p>8 - 10:</p> <p>The Great Migration (IT, 830L)</p> <p>AR Quiz: 9593</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p>Lessons 10: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI.2.6)</p>	<p>Process = Stamina; Strategy = Comprehension Lesson 9: Process = Stamina; Strategy = Comprehension Lesson 10: Process = Independence; Strategy = Fluency</p>	<p>Develop a Conclusion Lesson 9: Compare and Contrast Visuals Lesson 10: Research a Topic</p>	<p>Write a Conclusion Lesson 9: Write a Compare-and-Contrast Essay Lesson 10: Take Notes on Research</p>
<p>Lesson 11:</p> <p>Real-Life Superheroes (IT, 1030L) and The Great Migration (IT, 830L)</p>	<p>Lesson 11: 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. (RI.2.5)</p>	<p>Lesson 11: Process = Independence; Strategy = Comprehension</p>	<p>Lesson 11: Evaluate Sources</p>	<p>Lesson 11: Evaluate Sources for a Research Paper</p>
<p>Lesson 12 - 16:</p> <p>Angel Island (Text Collection - IT, 970L)</p>	<p>Lesson 12, 14: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p>Lesson 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p> <p>Lesson 15: 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. (RI.1.3)</p> <p>Lessons 16: 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>Lesson 12: Process = Independence; Strategy = Comprehension Lesson 13: Process = Engagement & Identity; Strategy = Critical Thinking Lesson 14: Process = Engagement & Identity; Strategy = Critical Thinking Lesson 15: Process = Engagement & Identity; Strategy = Critical Thinking Lesson 16: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 12: Plan an Informative Presentation Lesson 13: Draft an Informative Presentation Lesson 14: Revise or Rewrite an Informative Presentation Lesson 15: Edit and Proofread an Informative Presentation Lesson 16: Publish and Present an Informative Presentation</p>	<p>Lesson 12: Use Research to Plan an Informative Presentation Lesson 13: Draft Presentation Lesson 14: Revise and Rewrite to Incorporate Feedback Lesson 15: Peer Review Lesson 16: Publish and Present Information</p>

	(RI.2.4)			
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5			
	Lessons 12 - 15: Compound Words Lessons 16: prefixes pre-, re-			
Lesson 17: Real-Life Superheroes (IT, 1030L) and Angel Island (Text Collection - IT, 970L)	Lesson 17: 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. (RI.2.5)	Lesson 17: Process = Stamina; Strategy = Critical Thinking	Lesson 17: Analyze Reasons and Evidence	Lesson 17: Write an Analysis Essay
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5			
	Lessons 17: prefixes pre-, re-			
Lesson 18: Real-Life Superheroes (IT, 1030L), The Great Migration (IT, 830L), and Angel Island (Text Collection - IT, 970L)	Lesson 18: Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)	Lesson 18: Process = Stamina; Strategy = Comprehension	Lesson 18: Compare and Contrast Texts	Lesson 18: Write an Informative/ Explanatory Text
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 18: prefixes pre-, re-			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.			
i-READY LESSONS:	RI 1.2 i-Ready Lesson 1 Finding Main Ideas and Details i-Ready Lesson 2 Summarizing Informational Texts		RL2.5 i-Ready Lesson 16 Understanding Literary Structure RI 2.5 i-Ready Lesson 12 and 13 Comparing Text Structures Part 1 Chronology, Problem-Solution Part 2 Cause-Effect, Compare-Contrast	
Required	Standards Mastery Form A: RI 1.2		Standards Mastery Form A: RL2.5, RI 2.5	

Assessments	<p>Performance-Based Assessment Task: (TE pg. 392) Students will write a brief essay to explain the courage exhibited by one of the people in Real-Life Superheroes.</p> <p>FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf</p>
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ESSENTIAL QUESTIONS:	
RI 1.2	<ul style="list-style-type: none"> • What is the main idea of the text? How is it conveyed through the details in the passage? Use text evidence to support your answer. • Explain how the main idea _____ is supported by key details in the text. Use evidence to support your answer. • What is the main idea of the section titled “_____”? • Which key detail best supports the main idea of paragraph # _____ on page # _____? • Why do you think the article has the title _____? Use evidence from the text to support your answer. • Which sentence from the article tells the author’s main message? Support your thinking with evidence from the text. • Using one or two sentences summarize the main idea of the text.
RL2.5	<ul style="list-style-type: none"> • How did the author organize the story/play/poem? • What is the difference between a chapter in a book and a scene in a play? • What is the importance of having stanzas in a poem? • How do the stanzas in the poem _____ fit together so the poem flows from beginning to end? • How does chapter/scene/stanza # _____ build on previous chapters/scenes/stanzas? Use details from the text to support your answer. • How would the story/play/poem change if chapter/scene/stanza # _____ were removed? Use details from the text to support your answer. • What is the key event/idea in chapter/scene/stanza # _____? Why is this event/idea important to the outcome of the story/play/poem?
RI 2.5	<ul style="list-style-type: none"> • Compare and contrast the text structures in the articles _____ and _____. • Do you think the text structures the authors chose were effective in helping them convey their message? Explain your thinking using evidence from the texts. • How are the ideas or concepts in the texts _____ and _____ the same? How are they different? Use text evidence to support your answer. • How does the author organize the information in the article _____? Why do you think (s)he chose to do that? Explain your thinking using text evidence. • Both articles discuss the idea/concept/event/topic of _____. Which article do you believe was most effective in persuading/presenting/explaining _____? Support your answer using text evidence. • How does the author organize paragraph # _____ on page # _____? • How does the author organize the section labeled “_____”?

ADDITIONAL TEXT IN TEXT SET				
*NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.				
Title	Author	Book Level	Word Count	AR Quiz
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729

The Black Ensemble Theater	Penelope Reese	5.0	1158	908749
Blues Legends	Stephanie Wilder	6.2	2342	910271
Equality in American Schools	Lillian Forman	6.7	1696	905213
Grace Hopper: Computer Pioneer	Peggy Thomas			
It Can Be Done! The Life and Legacy of Cesar Chavez	Vivian Cuesta			
Louis Armstrong, Jazz Artist	Maya Davis	4.3	1232	904750
A Migrant Music: Jazz	C.A. Barnhart	7.2	2354	910389
The Most Dangerous Woman in America	Becky Cheston	5.9	2655	910316
The Movements of Citizens	Jill Kushner	7.3	2352	910352
Our New Life in the Big City	Guy Wakemore	4.1	2949	910374
The Very Special Gift	Natalie Rompella	4.3	3280	910388
Women Who Broke Barriers: The New Face of TV News	Lou Ann Walker			
Bessie Coleman: Queen of the Skies	Sharon Franklin	4.8	2073	908729
The Black Ensemble Theater	Penelope Reese	5.0	1158	908749

5th Grade ELA
Unit 3 “Understanding the Universe”
Module A (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand that a series of chapters and sections fit together to provide the basic structure of a text.
- **Writers:** Due to ReadyGEN containing narrative writing, please utilize the Writing to Texts resource to practice both informative and opinion writing.
- **Learners:** Understand that the universe is a complex place.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING DO NOT USE READYGEN LESSONS	
			Use “WRITING TO TEXT” resource to review INFORMATIVE & OPINION Writing. Use Multi-text Passages <u>only</u>	
<p>Lessons 1 - 12:</p> <p><i>George’s Secret Key to the Universe (LT, 850L)</i></p> <p><i>AR Quiz: 120781</i></p>	<p>Lesson 1, 5, 7, 8, 11: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lesson 2: Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.2.6)</p> <p>Lessons 3, 6: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>Lessons 4, 10: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p> <p>Lesson 9: 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.3.7)</p> <p>Lesson 12: 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.1.2)</p>	<p>Lesson 1: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 2: Process = Independence; Strategy = Comprehension</p> <p>Lesson 3: Process = Independence; Strategy = Vocabulary Knowledge</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Fluency</p> <p>Lesson 6: Process = Engagement & Identity; Strategy = Vocabulary Knowledge</p> <p>Lesson 7: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 8: Process = Stamina;</p>	<p>Lesson 4: TE 26-33 Writing an Informative/Explanatory Piece to Multiple Texts Text 1: “Life in Australia ” Text 2: “Facts About Australia” *Use informative prompt on pg. 31</p> <p>Lesson 17: TE 88 Texts with Prompts - Informative/Explanatory Text 1: “How Butterflies Came to Be ” Text 2: “Why Swans Are White ” *Use informative prompt on pg. 91</p> <p>Lesson 20: TE 112</p>	<p>Lesson 2: TE 12-19 Writing an Opinion Piece to Multiple Texts Text 1: “Year-Round Schooling Is the Way to Go ” Text 2: “Say No to Year-Round Schooling ” *Use opinion prompt on pg.17</p> <p>Lesson 16: TE 88 Texts with Prompts - Opinion Text 1: “How Butterflies Came to Be ” Text 2: “Why Swans Are White ” *Use opinion prompt on</p>

	<p align="center">FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4</p>	<p>Strategy = Comprehension Lesson 9: Process = Stamina; Strategy = Fluency Lesson 10: Process = Independence; Strategy = Critical Thinking Lesson 11: Process = Independence; Strategy = Critical Thinking Lesson 12: Process = Independence; Strategy = Critical Thinking</p>	<p>Texts with Prompts - Informative/Explanatory Text 1: "The Times" Text 2: "Westward Rails" *Use informative prompt on pg. 115</p>	<p>pg. 91 Lesson 18: TE 96 Texts with Prompts - Opinion Text 1: "Snapshot of the City" Chapter 3 Text 2: "Snapshot of the City" Chapter 4 *Use opinion prompt on Pg. 99</p>
<p>Lesson 13 - 14: <i>The Man Who Went to the Far Side of the Moon</i> (Text Collection - IT, 810L)</p>	<p>Lesson 13: 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.1.2) Lesson 14: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p align="center">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 13 - 14: prefixes com-, epi-, pro-</p>	<p>Lesson 13: Process = Engagement & Identity; Strategy = Comprehension Lesson 14: Process = Engagement & Identity; Strategy = Critical Thinking</p>		
<p>Lesson 15: <i>George's Secret Key to the Universe</i> (LT, 850L) and <i>The Man Who Went to the Far Side of the Moon</i> (Text Collection - IT, 810L)</p>	<p>Lesson 15: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9) Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)</p> <p align="center">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p>	<p>Lesson 15: Process = Engagement & Identity; Strategy = Critical Thinking</p>		

	Lessons 15: prefixes com-, epi-, pro-			
Lesson 16: <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 16: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)	Lesson 16: Process = Stamina; Strategy = Fluency		
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 16: Idioms			
Lesson 17: <i>George's Secret Key to the Universe</i> (LT, 850L) and <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)	Lesson 17: Process = Stamina; Strategy = Fluency		
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 17: Idioms			
Lesson 18: <i>George's Secret Key to the Universe</i> (LT, 850L), <i>The Man Who Went to the Far Side of the Moon</i> (Text Collection - IT, 810L), and <i>Mayday on Moon of Jupiter</i> (Text Collection - LT, 650L)	Lesson 18: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.3.9)	Lesson 18: Process = Stamina; Strategy = Critical Thinking		
	Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)			
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 18: Idioms			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.			
i-READY LESSONS:	RL1.2 - i-Ready Lessons 7 Finding the Theme of a Story or Drama Lesson 8 Finding the Theme of a Poem		RL2.6 i-Ready Lesson 17 Point of View RI 2.6 i-Ready Lesson 14 Analyzing	

	Lesson 9 Summarizing Literary Texts	Accounts of the Same Topic
Required Assessments	Standards Mastery Form A: RL1.2	Standards Mastery Form A: RL2.6, RI 2.6
	<p>Performance-Based Assessment Task: *Use Writing to Texts* Resource and Write an Opinion Lesson 19: TE 104 Texts with Prompts - Opinion Text 1: "Save the School Music Program" Text 2: "Cut the School Music Program" Use opinion prompt on pg. 107</p> <p>FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf FLDOE Rubric (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf</p>	

ESSENTIAL QUESTIONS:	
RL1.2	<ul style="list-style-type: none"> • What message does the author want to give the reader in this passage? How is it conveyed through the details in the text? • What is the theme of this passage? How is it conveyed through the details in the text? • Which sentence found in the text best supports the theme found in this passage? • What lesson does _____ (character) learn in the passage? Use text evidence to support your answer. • Which action by a character best describes the lesson of this passage? • What is the main problem/conflict in the passage? Use text evidence to support your answer. • How did the characters react to the problem/conflict? How does the author use their reaction to develop the theme of the story? • How did the characters solve the main problem/conflict? Use text evidence to support your answer. • In the poem _____, find and highlight examples that show when the speaker is reflecting about the topic. Based on these examples, how does the speaker feel about the topic? Use details to support your thinking. • Using one or two sentences summarize the story/drama/poem in your own words. Remember to include important details from the text. • Does the story have any universal themes such as person v. nature, love and friendship, a great journey, coming of age, good vs. evil, etc.? If so, which theme is present? Support your answer using text evidence.
RL2.6	<ul style="list-style-type: none"> • Who is the narrator/speaker of the passage? What clues in the story help you determine who the narrator/speaker is? • Is the story written in first or third person point of view? How do you know? What word(s) give you clues? • How is telling the story from _____'s point of view effective? Use examples from the story to support your answer. • How does the narrator's/speaker's point of view influence how the events are described in the story? Use text evidence to support your answer. • What information is known/unknown because the text is told from _____'s point of view? How does this information impact the story? • How would the story be different if it were written from _____'s point of view? What might the reader know if _____ were the narrator? Use details to support your answer. • Read this sentence from the passage "_____". What does it tell you about the narrator's point of view? Support your answer with clear text evidence.
RI 2.6	<ul style="list-style-type: none"> • Who or what is the source of the accounts described in each of the articles?

- Are the texts _____ and _____ told from a firsthand or secondhand account of the event? What makes you think so? Use evidence from the text to support your answer.
- Compare and contrast the points of view in each passage. Use text evidence from both articles to explain how the viewpoints are similar and different.
- What are some similarities and differences in the information provided between the two accounts given? Why do you think some information is different? Support your answer with text evidence.
- Why do you think the authors describe the same topic or events differently?
- What details did the author provide to convey the similarity(ies) between _____ and _____?
- What details did the author provide to convey the difference(s) between _____ and _____?

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
Can Humans Make a Home in Outer Space?	Lillian Forman	6.4	2050	910229
The Domes on Mars	Caspar Brundle	5.8	6750	910409
Earth and Its Place in Space	Elizabeth Alexander	5.7	2673	910365
Elements in Our Universe	Beth Parlikar	6.7	1696	905213
Exploring Mars	Erin Rogers	6.1	3101	910335
Eyes in the Skies: The Story of the Hubble Space Telescope	Yolanda Williams	5.7	1353	904743
A Guide to Constellations	Gib Goodfellow and Liz Stenson			
Moon Kids, Earth Kids	Mary F. Blehl	4.5	3458	910343
The Mysteries of Space	Gini Douglass	7.6	3085	910498
One Giant Leap	Sharon Franklin	5.9	2688	910463
Orbiting the Sun	Donna Latham	5.6	2493	910492
Sailing the Stars	Anne Cambal	6.1	2435	910281
Shining Stars	Marilee Robin Burton	3.6	1288	901307

Space - and People's Ideas About Space	Israel Walker	5.5	1362	904755
Space Travel Inventions	Peggy Bresnick Kendler	7.0	2852	910310

5th Grade ELA
Unit 3 “Understanding the Universe”
Module B (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand the importance of learning the meanings of words and phrases in order to better comprehend text.
- **Writers:** Understand that illustrations, photos, diagrams, and other visual elements convey important information.
- **Learners:** Understand that scientists continue to study and reveal new information about the universe.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.2	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 10:</p> <p><i>Jess and Layla’s Astronomical Assignment (LT, 910L)</i></p> <p><i>AR Quiz: 400002 (teacher made)</i></p>	<p>Lesson 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1)</p> <p>Lesson 2, 9: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lessons 3, 6: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>Lessons 4, 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.3.7)</p> <p>Lesson 5, 10: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p> <p>Lesson 8: Determine a theme of a story, drama, or poem from details in the text, including how</p>	<p>Lesson 1: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 2: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 3: Process = Independence; Strategy = Comprehension</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 6: Process = Engagement & Identity; Strategy = Vocabulary Knowledge</p> <p>Lesson 7: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 8: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 9: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 10: Process = Independence;</p>	<p>Lesson 1: Choose and Introduce a Topic</p> <p>Lesson 2: Organize Ideas</p> <p>Lesson 3: Research Scientific Texts</p> <p>Lesson 4: Research Digital Sources</p> <p>Lesson 5: Develop the Topic</p> <p>Lesson 6: Develop and Link Ideas</p> <p>Lesson 7: Incorporate Visuals and Multimedia</p> <p>Lesson 8: Create a Works Cited List</p> <p>Lesson 9: Develop a Conclusion</p> <p>Lesson 10: Research a Current Topic</p>	<p>Lesson 1: Choose a Topic</p> <p>Lesson 2: Make a Writing Plan</p> <p>Lesson 3: Take Notes</p> <p>Lesson 4: Choose Digital Sources</p> <p>Lesson 5: Synthesize Information</p> <p>Lesson 6: Use Domain-Specific Language and Transitions</p> <p>Lesson 7: Choose and Research Visuals or Multimedia</p> <p>Lesson 8: Create a Works Cited List</p> <p>Lesson 9: Develop a Conclusion</p> <p>Lesson 10: Research a Current Topic</p>

	<p>characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.1.2)</p>	Strategy = Comprehension		
	FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.4 and LAFS.5.L.5.5			
	<p>Lessons 1 - 5: Synonyms Lessons 6 - 10: prefix im-</p>			
<p>Lesson 11 - 13: <i>Our Mysterious Universe (IT, 980L)</i></p>	<p>Lesson 11: 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. (RI.1.3) Lesson 12, 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p>	<p>Lesson 11: Process = Independence; Strategy = Critical Thinking Lesson 12: Process = Independence; Strategy = Vocabulary Knowledge Lesson 13: Process = Engagement & Identity; Strategy = Critical Thinking</p>	<p>Lesson 11: Evaluate Sources Lesson 12: Plan an Informative Journal Article Lesson 13: Draft an Informative Journal Article</p>	<p>Lesson 11: Informative/ Explanatory Writing Lesson 12: Informative/ Explanatory Writing Lesson 13: Informative/ Explanatory Writing</p>
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 11 - 13: Acronyms			
<p>Lesson 14: <i>Jess and Layla's Astronomical Assignment (LT, 910L) and Our Mysterious Universe (IT, 980L)</i></p>	<p>Lesson 14: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)</p>	<p>Lesson 14: Process = Engagement & Identity; Strategy = Critical Thinking</p>	<p>Lesson 14: Revise or Rewrite an Informative Journal Article</p>	<p>Lesson 14: Revise or Rewrite</p>
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 14: Acronyms			
<p>Lesson 15 - 16: <i>A Black Hole is NOT a Hole (Text</i></p>	<p>Lesson 15: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p>	<p>Lesson 15: Process = Engagement & Identity; Strategy = Comprehension Lesson 16: Process = Stamina;</p>	<p>Lesson 15: Edit and Proofread an Informative Journal Article Lesson 16: Publish and Present an</p>	<p>Lesson 15: Edit and Proofread Lesson 16: Prepare to Publish and Present an Article</p>

<p><i>Collection - IT, 900L)</i></p>	<p>Lesson 16: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.2.4)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5</p> <p>Lessons 15: Acronyms Lessons 16: Greek and Latin Roots</p>	<p>Strategy = Vocabulary Knowledge</p>	<p>Informative Journal Article</p>	
<p>Lesson 17: Jess and Layla’s Astronomical Assignment (LT, 910L) and A Black Hole is NOT a Hole (Text Collection - IT, 900L)</p>	<p>Lesson 17: 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. (RI.3.7)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 17: Greek and Latin Roots</p>	<p>Lesson 17: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 17: Compare and Contrast Texts</p>	<p>Lesson 17: Write an Informative/ Explanatory Text</p>
<p>Lesson 18: Jess and Layla’s Astronomical Assignment (LT, 910L), Mysterious Universe (IT, 980L), and A Black Hole is NOT a Hole (Text Collection - IT, 900L)</p>	<p>Lesson 18: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4</p> <p>Lessons 18: Greek and Latin Roots</p>	<p>Lesson 18: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 18: Develop a Compare-Contrast Essay</p>	<p>Lesson 18: Write an Informative/ Explanatory Text</p>
<p>BENCHMARK VOCABULARY:</p>	<p>RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Refer to teacher edition for lesson vocabulary.</p>			
<p>i-READY LESSONS:</p>	<p>RI 3.7 i-Ready Lesson 18 Finding Information from Multiple Sources RI 3.8 i-Ready Lesson 19 Understanding Supporting Evidence RI 3.9 i-Ready Lesson 20 Using Multiple Sources for Writing and Speaking</p>			

Required Assessments	Standards Mastery Form A: RI 3.7, RI 3.8, RI 3.9
	District Writing Prompt #2 Performance-Based Assessment Task: (TE pg. 392) Students will conduct short research projects using various sources to create a science journal article about something in the universe that interests them. FLDOE Rubric (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf

ESSENTIAL QUESTIONS:	
RI 3.7	<ul style="list-style-type: none"> • What source/reference book would be best to use in order to find more information about _____? • Use information from _____ and _____ to find the answer(s) to the question _____. • Which search engine would be best to use in order to find more information about _____? • What keywords would be best to use in order to search more information about _____? • Use internet sources to find the answer(s) to the question _____. Remember to use specific keywords to focus your search. • Locate the index. On what page can you find more information about _____? • Locate the glossary. What is the meaning of the word _____?
RI 3.8	<ul style="list-style-type: none"> • What does the author claim about _____? What reasons or evidence found in the text support the author's claim(s)? • Do you think the author has provided enough reasons or evidence to back up his/her claim(s)? Explain your answer. • What reasons or evidence could the author have added to make his/her point(s) stronger? Explain your thinking. • Where in the text does the author provide evidence to support his point of view on _____? • What text evidence does the author provide to support his/her message? How does the evidence help communicate the message that (s)he is trying to say? • Does the author provide the reader with any reasons for writing the text? If so, what reasons does (s)he give? If not, why do you think the author might have written _____? • What is the difference between reasons and evidence? Which do you think is more effective in proving an author's point(s)/claim(s)? Explain your thinking.
RI 3.9	<ul style="list-style-type: none"> • What did you learn about the topic from each of the texts? Be specific and use the text to support your answer. • Did one text have important details that were NOT mentioned in the other text? If so, what were they? How did their inclusion or omission affect your understanding of the text? • What key details and points are the same/different in the texts _____ and _____? • Why do you think the details in both passages are different even though the topic is the same? Support your answer using details. • What strategies will you use to decide what details are important enough to include in your writing? • How will you keep track of the important information you gather from each text so that you can include it when writing or speaking about the topic? • Using the information you gathered from the texts, write to explain _____.

ADDITIONAL TEXT IN TEXT SET				
*NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.				
Title	Author	Book Level	Word Count	AR Quiz

Can Humans Make a Home in Outer Space?	Lillian Forman	6.4	2050	910229
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Elements in Our Universe	Beth Parlikar	6.7	1696	905213
Exploring Mars	Erin Rogers	6.1	3101	910335
Eyes in the Skies: The Story of the Hubble Space Telescope	Yolanda Williams	5.7	1353	904743
A Guide to Constellations	Gib Goodfellow and Liz Stenson			
Moon Kids, Earth Kids	Mary F. Blehl	4.5	3458	910343
The Mysteries of Space	Gini Douglass	7.6	3085	910498
One Giant Leap	Sharon Franklin	5.9	2688	910463
Orbiting the Sun	Donna Latham	5.6	2493	910492
Sailing the Stars	Anne Cambal	6.1	2435	910281
Shining Stars	Marilee Robin Burton	3.6	1288	901307
Space - and People's Ideas About Space	Israel Walker	5.5	1362	904755
Space Travel Inventions	Peggy Bresnick Kendler	7.0	2852	910310

5th Grade ELA
Unit 4 “Exploring New Worlds”
Module A (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand that comparing and contrasting texts helps them build awareness of similar themes and topics.
- **Writers:** Understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.
- **Learners:** Understand that explorers have had both positive and negative effects on societies.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.1	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 8:</p> <p><i>Explorers: Triumphs and Troubles (IT, 1000L)</i></p> <p><i>AR Quiz: n/a</i></p>	<p>Lesson 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.1.1)</p> <p>Lesson 2, 4: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p>Lessons 3, 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p> <p>Lessons 6: 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. (RI.2.5)</p> <p>Lessons 7, 8: 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. (RI.1.3)</p>	<p>Lesson 1: Process = Independence; Strategy = Comprehension</p> <p>Lesson 2: Process = Independence; Strategy = Comprehension</p> <p>Lesson 3: Process = Independence; Strategy = Comprehension</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Critical Thinking</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 6: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 7: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 8: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 1: Analyze Author’s Viewpoint</p> <p>Lesson 2: Analyze Visual Elements</p> <p>Lesson 3: Analyze Author’s Style</p> <p>Lesson 4: Develop an Opinion Statement and Introduction</p> <p>Lesson 5: Gather Evidence</p> <p>Lesson 6: Organize Reasons and Evidence</p> <p>Lesson 7: Strengthen Reasons and Evidence</p> <p>Lesson 8: Add Transitions</p>	<p>Lesson 1: Write an Opinion</p> <p>Lesson 2: Write an Opinion</p> <p>Lesson 3: Write an Opinion</p> <p>Lesson 4: Write an Introduction</p> <p>Lesson 5: Gather Information</p> <p>Lesson 6: Create an Outline</p> <p>Lesson 7: Write and Revise</p> <p>Lesson 8: Revise to Add Transitions</p>
	FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.2 and LAFS.5.L.5.4			
	<p>Lessons 1 - 5: Complex Spelling Patterns and Morphemes</p> <p>Lessons 6 - 8: prefixes over-, in-</p>			
Lesson	Lesson 9:	Lesson 9:	Lesson 9:	Lesson 9:

<p>9 - 13:</p> <p><i>Pedro's Journal</i> (Text Collection - LT, 1020L)</p>	<p>Describe how a narrator's or speaker's point of view influences how events are described. (RL.2.6)</p> <p>Lesson 10, 12: 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.1.2)</p> <p>Lesson 11: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lesson 13: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.4 and LAFS.5.L.5.5</p> <p>Lessons 9 - 10: prefixes over-, in- Lessons 11 - 13: Compound Words</p>	<p>Process = Stamina; Strategy = Comprehension</p> <p>Lesson 10: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 11: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 12: Process = Independence; Strategy = Comprehension</p> <p>Lesson 13: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Develop a Conclusion</p> <p>Lesson 10: Conduct Research</p> <p>Lesson 11: Synthesize Research</p> <p>Lesson 12: Plan an Opinion Essay</p> <p>Lesson 13: Draft an Opinion Essay</p>	<p>Write a Conclusion</p> <p>Lesson 10: Write an Opinion</p> <p>Lesson 11: Write an Opinion</p> <p>Lesson 12: Write an Opinion</p> <p>Lesson 13: Write an Draft</p>
<p>Lesson 14:</p> <p><i>Explorers: Triumphs and Troubles</i> (IT, 1000L) and <i>Pedro's Journal</i> (Text Collection - LT, 1020L)</p>	<p>Lesson 14: 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. (RI.2.5)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 14: Compound Words</p>	<p>Lesson 14: Process = Engagement & Identity; Strategy = Comprehension</p>	<p>Lesson 14: Revise and Rewrite</p>	<p>Lesson 14: Revise or Rewrite an Opinion Essay</p>
<p>Lesson 15 - 16:</p> <p><i>Secrets of the Canyon Cave</i> (Text Collection - LT, 810L)</p>	<p>Lesson 15: 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.1.2)</p> <p>Lesson 16: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.1.1)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS</p>	<p>Lesson 15: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 16: Process = Stamina; Strategy = Comprehension</p>	<p>Lesson 15: Edit and Proofread</p> <p>Lesson 16: Publish and Present an Opinion Essay</p>	<p>Lesson 15: Edit and Proofread an Opinion Essay</p> <p>Lesson 16: Present an Opinion Essay</p>

	LAFS.5.L.5.5			
	Lessons 15: Compound Words Lessons 16: Words from Russian			
Lesson 17: <i>Turtle’s Race with Bear and How the Butterflies Came to Be (TE)</i>	Lesson 17: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.3.9)	Lesson 17: Process = Stamina; Strategy = Critical Thinking	Lesson 17: Plan an Opinion Essay	Lesson 17: Plan and Write an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 17: Words from Russian			
Lesson 18: <i>Explorers: Triumphs and Troubles (IT, 1000L), Pedro’s Journal (Text Collection - LT, 1020L), and Secrets of the Canyon Cave (Text Collection - LT, 810L)</i>	Lesson 18: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)	Lesson 18: Process = Stamina; Strategy = Critical Thinking	Lesson 18: Draft and Revise an Opinion Essay	Lesson 18: Complete and Opinion Essay
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 18: Words from Russian			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>Refer to teacher edition for lesson vocabulary.</i>			
i-READY LESSONS:	RL3.7 i-Ready Lesson 21 Analyzing Visual Elements in Literary Texts RL3.9 i-Ready Lesson 22 Comparing and Contrasting Stories in the Same Genre			
Required Assessments	Standards Mastery Form A: RL3.7, RL3.9			
	Performance-Based Assessment Task: (TE pg. 192) Students will write an opinion essay stating whether the positive or negative aspects of exploration had a greater effect on societies. FLDOE Rubric (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf			

ESSENTIAL QUESTIONS:**RL3.7**

- Which visual elements in the story/graphic novel add to its meaning/tone/beauty? Use specific details to support your answer.
- How does the illustration(s) on page # _____ help you better understand what is happening in the story?
- What mood does the illustration on page # _____ create? How does it help the reader better understand the text?
- Which visual elements in the multimedia presentation of the story add to its meaning/tone/beauty? Use specific examples to support your answer.
- How do the animations/videos/photos/sounds in the presentation help you better understand the story _____? Use specific examples from the presentation to support your answer.
- How do the animations/videos/photos/sounds in the multimedia presentation of the story _____ add to its tone/beauty? Use specific examples from the presentation to support your answer.
- How does adding photo images or video to a multimedia presentation help increase your understanding of a text? Use details to support your answer.

RL3.9

- What are some common characteristics found in the genre _____? Highlight and explain some examples of these characteristics which can be found in the stories _____ and _____.
- How are the themes found in the stories _____ and _____ alike? How are they different? Which text is more effective in demonstrating this theme? Use text evidence to support your answer.
- How do the authors of _____ (story) and _____ (story) present the theme of _____ differently? Provide text evidence to support your answer.
- How are the topics discussed in the stories _____ and _____ alike? How are they different? Which text is more effective in discussing this topic? Use text evidence to support your answer.
- How do the authors of _____ and _____ present the topic of _____ differently? Provide text evidence to support your answer.
- How do the ideas in _____ (story) compare to the ideas in _____ (story)? Use evidence from both passages to support your answer.
- Compare and contrast how the stories _____ and _____ are organized.

ADDITIONAL TEXT IN TEXT SET

***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

Title	Author	Book Level	Word Count	AR Quiz
The Adventures in Matunaland	Guy Wakemore	4.3	6949	910406
American Immigrants	Slava Petrovsky	5.1	1322	904737
The Aztec Empire	Jesse McDermott	6.4	2383	910381
Becoming a Melting Pot	Joshua Nissenbaum	6.9	2525	910450
Finding a Way: Six Historic U.S. Routes	Anastasia Suen			

From Territory to Statehood	Elizabeth Alexander	6.9	2751	910301
The Golden Journey	Rena Korb	4.5	3921	910287
Greetings from the Four Corners!	Sheila Sweeny Higginson	6.3	2459	910371
Journey to the New World	Gretchen McBride	5.6	5829	910279
The Land of Opportunity	Peggy Bresnick Kendler	7.5	2730	910314
Land of Plenty	Suzanne Weyn	4.0	1884	910248
Lewis, Clark, and the Corps of Discovery	Cindy Swan	5.2	1471	910459
Living and Growing in China	Kathleen Cox	7.0	2630	910341
Mystery of the Ancient Pueblo	Kathy Furgang	6.7	2478	910402
The Navajo Code Talkers	Gretchen McBride	6.8	2283	910499

5th Grade ELA
Unit 4 “Exploring New Worlds”
Module B (Approximately 25 days)

Enduring Understandings:

- **Readers:** Understand that texts can have multiple themes and main ideas.
- **Writers:** Understand that a conclusion summarizes the opinion presented.
- **Learners:** Understand that exploration and settlement altered people’s views and understandings of the world.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS https://media.pearsoncmg.com/curriculum/literature_reading/ReadyGen_2016/program_resource_library/media_resources/Full_Course/video/AVA534064.mp4	WRITING LAFS.5.W.1.1	
			WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING
<p>Lessons 1 - 8:</p> <p><i>Beyond the Horizon (LT, 890L)</i></p> <p><i>AR Quiz: 400010 (teacher-made)</i></p>	<p>Lesson 1, 3, 6, 7: Compare and contrast two or more characters, settings, or events in a story, or drama, drawing on specific details in the text. (RL.1.3)</p> <p>Lesson 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.1.2)</p> <p>Lessons 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.2.4)</p> <p>Lessons 5, 8: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.2.5)</p>	<p>Lesson 1: Process = Independence; Strategy = Comprehension</p> <p>Lesson 2: Process = Independence; Strategy = Critical Thinking</p> <p>Lesson 3: Process = Independence; Strategy = Comprehension</p> <p>Lesson 4: Process = Engagement & Identity; Strategy = Vocabulary Knowledge</p> <p>Lesson 5: Process = Engagement & Identity; Strategy = Comprehension</p> <p>Lesson 6: Process = Stamina; Strategy = Comprehension</p> <p>Lesson 7: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 8: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 1: Choose and Issue</p> <p>Lesson 2: Gather Evidence for an Editorial</p> <p>Lesson 3: Organize Reasons and Evidence for an Editorial</p> <p>Lesson 4: Strengthen Reasons and Evidence for an Editorial</p> <p>Lesson 5: Develop Appropriate Tone and Voice in an Editorial</p> <p>Lesson 6: Address Opposing Viewpoints in an Editorial</p> <p>Lesson 7: Add Transitions in an Editorial</p> <p>Lesson 8: Develop a Conclusion in an Editorial</p>	<p>Lesson 1: Select a Topic and Point of View</p> <p>Lesson 2: Take Notes to Draft an Editorial</p> <p>Lesson 3: Choose an Organizational Structure</p> <p>Lesson 4: Write an Editorial</p> <p>Lesson 5: Review a Draft for Tone and Voice</p> <p>Lesson 6: Anticipate and Refute a Counterargument</p> <p>Lesson 7: Revise for Organization and Clarity</p> <p>Lesson 8: Write a Conclusion</p>
	<p>FOUNDATIONAL SKILLS FOCUS: LAFS.5.L.5.2 and LAFS.5.L.5.5</p>			
	<p>Lessons 1 - 5: Complex Spelling Patterns and Morphemes</p> <p>Lessons 6 - 8: Word Families</p>			

<p>Lesson 9 - 13:</p> <p><i>Explorers of North America</i> (Text Collection - IT, 650L)</p>	<p>Lesson 9, 13: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.3.8)</p> <p>Lesson 10: 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. (RI.1.3)</p> <p>Lesson 11, 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 9 - 10: Word Families Lessons 11 - 13: Compound Words</p>	<p>Lesson 9: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 10: Process = Independence; Strategy = Fluency</p> <p>Lesson 11: Process = Independence; Strategy = Vocabulary Knowledge</p> <p>Lesson 12: Process = Independence; Strategy = Comprehension</p> <p>Lesson 13: Process = Engagement & Identity; Strategy = Vocabulary Knowledge</p>	<p>Lesson 9: Revise Drafts</p> <p>Lesson 10: Conduct Research</p> <p>Lesson 11: Synthesize Research</p> <p>Lesson 12: Plan an Editorial</p> <p>Lesson 13: Draft an Editorial</p>	<p>Lesson 9: Revise and Strengthen a Draft</p> <p>Lesson 10: Write an Opinion</p> <p>Lesson 11: Write an Opinion</p> <p>Lesson 12: State an Opinion and Make a Plan</p> <p>Lesson 13: Write an Editorial</p>
<p>Lesson 14:</p> <p><i>Beyond the Horizon</i> (LT, 890L) and <i>Explorers of North America</i> (Text Collection - IT, 650L)</p>	<p>Lesson 14: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.2.6)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 14: Compound Words</p>	<p>Lesson 14: Process = Independence; Strategy = Comprehension</p>	<p>Lesson 14: Draft an Editorial</p>	<p>Lesson 14: Draft an Editorial</p>
<p>Lesson 15 - 16:</p> <p><i>New Beginnings: Jamestown and the Virginia Colony</i> (Text Collection - IT, 610L)</p>	<p>Lesson 15, 16: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.1.2)</p> <p style="text-align: center;">FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5</p> <p>Lessons 15: Compound Words Lessons 16: Homographs</p>	<p>Lesson 15: Process = Stamina; Strategy = Critical Thinking</p> <p>Lesson 16: Process = Stamina; Strategy = Critical Thinking</p>	<p>Lesson 15: Revise or Rewrite an Editorial</p> <p>Lesson 16: Edit and Proofread an Editorial</p>	<p>Lesson 15: Revise an Editorial</p> <p>Lesson 16: Edit an Editorial</p>

Lesson 17: <i>Beyond the Horizon</i> (LT, 890L), <i>Explorers of North America</i> (Text Collection - IT, 650L), and <i>New Beginnings: Jamestown and the Virginia Colony</i> (Text Collection - IT, 610L)	Lesson 17: Integrate information from several texts on the same topic in order to write to speak about the subject knowingly. (RI.3.9)	Lesson 17: Process = Stamina; Strategy = Comprehension	Lesson 17: Publish and Present an Editorial	Lesson 17: Prepare to Present
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 17: Homographs			
Lesson 18: <i>“To Go with the Flow”</i> - (TE)	Lesson 18: 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.1.2)	Lesson 18: Process = Stamina; Strategy = Comprehension	Lesson 18: Support a Viewpoint in an Opinion Essay	Lesson 18: Write a Viewpoint in an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS LAFS.5.L.5.5			
	Lessons 18: Homographs			
BENCHMARK VOCABULARY:	RL2.4: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes. RI 2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>Refer to teacher edition for lesson vocabulary.</i>			
i-READY LESSONS:				
Required Assessment	ReadyGen Unit 4 Module B Assessment			
	Performance-Based Assessment Task: (TE pg. 392) Students will refer to pp. 30-31 of <i>Explorers of North America</i> and use what they have learned about explorations in history and preparing for the unknown to write an opinion essay. They will name five items they think would be the most important to bring on an exploration. FLDOE Rubric (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionRubric4-5_Final1.pdf			

ESSENTIAL QUESTIONS:

ADDITIONAL TEXT IN TEXT SET***NOTE: Do not exchange these texts with texts in curriculum map. These are additional reading resources for Unit 1.**

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