

Fifth Grade Literacy Planning Map		*Suggested Instructional Timeline: Quarter 1
Unit 1	9/6/2016 – 10/7/2016 (5 weeks)	
Unit 2	10/11/2016 – 11/3/2016 (4 weeks)	

Fifth Grade Literacy Quarter 1 – Unit 1				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 1 9-6-16 to 9-9-16 Skill Coverage-1,2,3,4,5	<ul style="list-style-type: none"> Textual evidence/text support Inference Prediction Author’s decisions (e.g., word choice, point of view, literary elements) Generalizations Background knowledge Explicitly stated information Conclusion 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, personal connections, background knowledge, and connections to the text to answer questions they have as they read Make implied inferences about author’s decisions and literary elements in a text Differentiate between 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicitly stated information, personal connections, and prior knowledge when answering questions while reading Make implied inferences about an author’s decision in a literary text Know the differences between appropriate/

			<p>appropriate and inappropriate textual support</p> <ul style="list-style-type: none"> • Use quotes from a text when explaining what the text says • Use quotes from the text when drawing inferences from the text • Use quotes from the text to support inferences 	<p>inappropriate textual support</p> <p>5. Use quotes from a text when explaining what a text says, drawing and supporting inferences from a text</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Week 2 9-12-16 to 9-16-16 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Literary texts How to summarize Central idea(s) Theme Difference between central ideas and details in a story Role characters or speakers play in stories, drama, or poems. Characteristics of an effective summary for literary texts 	<ul style="list-style-type: none"> Authors of literary texts include details that help readers determine the theme or central idea(s). Good readers create effective summaries that capture the central idea(s) or theme of the text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Describe or graphically represent the relationship between central idea(s) and details Determine a theme in literary text(s) Determine characters' or speakers' roles in stories, dramas, poems (e.g., actions and reactions) Explain how particular details (e.g., characters' or speakers' actions and reactions) reveal a theme Summarize a text, including the central idea(s) in the original piece 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 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Describe the relationship between the central idea(s) and details Determine a theme of a story, drama, or poem from details in a text Determine a character's role in a story, drama, or poem and how details reveal a theme Summarize a text including the central idea(s) in the original piece

			upon a topic; summarize the text	
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Week 3 9-19-16 to 9-23-16 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> • Literary texts • Key ideas • Important/supporting details • Comparison (compare and contrast) • Story Elements <ul style="list-style-type: none"> ○ Plot (e.g., events, climax/turning point, resolution,) ○ Conflict ○ Characters and character roles (hero/villain, major/minor, protagonist/antagonist) ○ Setting (e.g., time, place) • Drama Elements <ul style="list-style-type: none"> ○ Scenes ○ Dialogue ○ Stage directions ○ Character actions, feelings, words 	<ul style="list-style-type: none"> • Authors use specific details in a story or drama to describe characters, settings, or events. • Good readers use details from literary texts to support their thinking about and analysis of characters, setting or events. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify and describe the plot events in a story or drama • Describe the setting of a story or drama • Determine important details that support key ideas • Describe (or graphically represent) characters and their interactions using specific details from the text • Compare and contrast characters, settings, events using appropriate graphic or written representations, and using specific details from the text(s) 	<p>Skills Coverage</p> <ol style="list-style-type: none"> 1. Identify and describe the plot in a story or drama 2. Describe the setting and determine the important details that support key ideas 3. Describe characters and their interactions using specific details from the text 4. Compare/contrast the characters, settings, events by using specific details from the text(s)

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Week 4 9-26-16 to 9-30-16 Skill Coverage-1,2,3,4,5,6</p>	<ul style="list-style-type: none"> Literary text Word choice Context clues Literal/ Denotative meaning Connotative meaning Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) Mood 	<ul style="list-style-type: none"> Authors make purposeful language choices to enhance the meaning of literary text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language and literary devices Describe how figurative language, literary devices, and other language choices enhance and extend meaning Determine the meaning of words and phrases as they are used in a text, including 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify context clues in a text by reading and rereading other sentences, paragraphs, and non-linguistic images Unlock meaning of unknown words/phrases by using context clues Determine the appropriate definition of words with more than one meaning Differentiate between literal and non-literal meaning Identify, interpret, and describe how figurative language and literary devices and other language choices enhance meaning Determine the meaning of words

			figurative language such as metaphors and similes	and phrases as they are used in a text, including figurative language (metaphors and similes)
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Week 5 10-3-16 to 10-7-16 Skill coverage-1,2,3</p>	<ul style="list-style-type: none"> How to analyze Visual and multimedia elements (e.g., text, graphics, sound, photos, pictures, animations, audio, video) Versions of text (e.g., written, audio, visual, live, print, digital) Genres (e.g., graphic novel, multimedia presentation, fiction, folktale, myth, poem) Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) 	<ul style="list-style-type: none"> Authors’/directors’ choices of visual and multimedia elements in a literary text convey meaning and contribute to/create an aesthetic appeal. Good readers analyze the visual and oral elements in a literary text to enhance their understanding. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the visual and multimedia elements in a literary text Determine the meaning and tone of a literary text Explain how authors’/directors’ choices contribute to the meaning of a literary text Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Identify the visual multimedia elements and determine the meaning and tone of a literary text Explain how the authors’/directors’ choices contributes to the meaning of a literary text Analyze how visual multimedia elements contribute to the meaning, tone/beauty of a text

Fifth Grade Writing Quarter 1 – Unit 1				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to</p>	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Characters responses to situations • Narrator • Dialogue • Elaboration • Awareness of audience • Description • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, 	<ul style="list-style-type: none"> • Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/identify real or imagined experiences or event(s) to tell about • Select/identify details about an event(s) and people <ul style="list-style-type: none"> • differentiating between relevant and irrelevant details • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. • Write a clear, simple focus including details that elaborate but stay on topic. • Write a story with a “beginning”, “middle”, and “end”. • Write using temporal or time-cue words, such as now and later, to show sequence of events. • Write narratives with

<p>manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>reflective, flashback)</p> <ul style="list-style-type: none"> • Relevant, concrete details/examples • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases 		<p>clear event sequences by</p> <ul style="list-style-type: none"> • orienting the reader by establishing a situation and introducing a narrator and/or characters; • organizing an event sequence that unfolds naturally • using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations • using a variety of transitional words, phrases, and clauses to manage the sequence of events • using concrete words and phrases and sensory details to convey experiences and events precisely providing a conclusion that follows from the narrated experiences or events 	<p>an introduction and a conclusion (closing).</p>
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Fifth Grade Literacy Quarter 1 – Unit 2				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 6 10-11-16 to 10-14-16 Skill Coverage-1,2,3,4,5,6	<ul style="list-style-type: none"> Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make inferences about author’s decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when explaining what the text says Use quotes from the text when drawing inferences from the text Use quotes from the text to support inferences Quote accurately from a text 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicitly stated information, prior knowledge and connections to text when answering questions while reading Make inferences about an author’s decision in a text Know the differences between appropriate/inappropriate textual support Use quotes from a text when explaining what a text says, drawing and supporting

			when explaining what the text says explicitly and when drawing inferences from the text	inferences from a text 6. Quote from a text when explaining what the text says explicitly and when drawing inferences
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Week 7 10-17-16 to 10-21-16 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to explain (e.g., what and why) • Central/main idea • Types of text structures (e.g. sequence/ 	<ul style="list-style-type: none"> • Authors of informational text(s) include key details in order to help readers make meaning of the text. • Good readers use key details in an 	With prompting and support... <ul style="list-style-type: none"> • Determine two or more main ideas of a text • Recognize how ideas are organized in an informational text • Describe or graphically represent the relationship 	Skill Coverage 1. Determine two or more main ideas in a text and explain how the main ideas are supported by key details 2. Recognize how ideas are organized in an informational text

	<p>chronological order, classification, definition, simple process, description, comparison)</p> <ul style="list-style-type: none"> • Different purposes for graphic organizers, based on structure of text • Difference between main ideas and key details in a text • Characteristics of an effective summary for informational texts • How to summarize 	<p>informational text to identify the main topic.</p> <ul style="list-style-type: none"> • Good readers develop effective summaries that are supported by key details in informational text(s). 	<p>between main ideas and details</p> <ul style="list-style-type: none"> • Explain how the main ideas are supported by key details • Summarize the main ideas in an informational text, capturing the most important parts of the piece 	<p>3. Describe the relationship between the main ideas and details</p> <p>4. Summarize the main ideas in an informational text by capturing the most important part(s).</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Week 8 10-24-16 to 10-28-16 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain (e.g., what and why) Key ideas/concepts, individuals, events, steps in informational texts. Specific details that explain key ideas, individuals, events, steps, etc. Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) Text structure in informational texts (e.g., time, sequence, cause/effect, steps) Relationships and interactions (e.g., one piece 	<ul style="list-style-type: none"> Authors include specific information to explain the what and why of individuals, events, procedures, ideas and concepts in scientific, technical and historical texts . Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational/ technical texts Distinguish between key ideas/concepts, procedures, individuals, events and explanatory details/information Identify the specific details/information that explain individuals, events, procedures, ideas, or concepts in informational and technical texts Identify words/phrases that signal explanations between and among ideas, events, procedures, individuals Use text-specific language(e.g., text structure or text features) to explain the relationships or interactions between two or 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify multiple events, key ideas, specific details in a variety of informational and technical texts Distinguish between key ideas and explanatory details Identify words/phrases that signal explanations between ideas, procedures, and individuals Use language to explain the relationship between two or more individuals in an informational and technical text

	<p>of text “explains” another or stands in “contrast” to another or “comes before” another)</p> <ul style="list-style-type: none"> • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) 		<p>more individuals in an informational/technical text</p>	
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably Week 9 10-31-16 to 11-3-16 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare/contrast Important points/main ideas Most important vs. least important points Key/supporting details Purpose for gathering information Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) How to integrate information in a purposeful way 	<ul style="list-style-type: none"> Authors of informational text provide information and key details on topics in different ways. Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose. 	With prompting and support... <ul style="list-style-type: none"> Establish a purpose for gathering information Identify the most important points from several texts for a given purpose Identify the key/supporting details from several texts for a given purpose Use a method for managing and organizing selected information Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	Skill Coverage <ol style="list-style-type: none"> Establish a purpose for gathering information Identify the most important points and key details from several texts for a given purpose Use a method to organize selected information Integrate information from several texts on the same topic in order to speak/write about the subject knowledgeably

Fifth Grade Writing Quarter 1 – Unit 2				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> Persuasion and argument Difference between relevant and irrelevant evidence Opinion/position Reason(s) (e.g., claims, support) Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) Logical argument Primary sources Secondary sources (e.g., UDLib/Search) Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background) Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument) Awareness of audience 	<ul style="list-style-type: none"> Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify an issue in a topic or text Distinguish the pros and cons Select an opinion/ position Develop an opinion/ position /claim Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides <ul style="list-style-type: none"> acknowledge the opposing point of view differentiating between relevant and irrelevant reasons/evidence using an appropriate variety of reasons/evidence addressing the needs of the audience prioritizing the 	<ul style="list-style-type: none"> Writing skills should be integrated with reading skills. All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.5.1</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and</p>

	<ul style="list-style-type: none"> • Organizational pattern/structure • Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition, consequently, specifically) • How to use linking/transition words (e.g., on the other hand) to show relationship • Strategies for dealing with opposing point of view (e.g., rebuttal, concession) • 		<p>reasons/evidence</p> <ul style="list-style-type: none"> • Select an appropriate writing format • Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: <ul style="list-style-type: none"> • introducing a topic or text • stating an opinion • creating an organizational structure in which related ideas are grouped to support the writer's purpose • providing logically ordered reasons that are supported by facts and details • acknowledging alternate or opposing claim(s) • providing a concluding statement or section related to the opinion/position presented • Linking opinion/position and reasons using words, phrases, and clauses • Using linking/transition words that show relationships 	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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Fifth Grade Literacy Planning Map

***Suggested Instructional Timeline: Quarter 2**

Unit 3	11/7/2016 – 12/9/2016 (5 weeks) 12/12/2016 – 2/2/2017 (6 weeks)
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Fifth Grade Literacy Quarter 2- Unit 3

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 1 11-7-16 to 11-10-16 Skill Coverage-1,2,3 Week 2 11-14-16 to 11-18-16 Skill Coverage-4,5,6	<ul style="list-style-type: none"> Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make inferences about author’s decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when explaining what the text says 	Skill Coverage 1. Make, verify, test and revise predictions while reading 2. Use explicitly stated information, prior knowledge, and connections to text when answering questions while reading 3. Make inferences about an author’s decision in a text 4. Know the differences between appropriate/ inappropriate

			<ul style="list-style-type: none"> • Use quotes from the text when drawing inferences from the text • Use quotes from the text to support inferences • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 	<p>textual support</p> <p>5. Use quotes from a text when explaining what a text says, drawing and supporting inferences from a text</p> <p>6. Quote from a text when explaining what the text says explicitly and when drawing inferences</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Week 3 11-21-16 to 11-22-16 Skill Coverage-1</p> <p>Week 4 11-28-16 to 12-2-16 Skill Coverage-2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain (e.g., what and why) Central/main idea Types of text structures (e.g. sequence/chronological order, classification, definition, simple process, description, comparison) Different purposes for graphic organizers, based on structure of text Difference between main ideas and key details in a text Characteristics of an effective summary for informational texts How to summarize 	<ul style="list-style-type: none"> Authors of informational text(s) include key details in order to help readers make meaning of the text. Good readers use key details in an informational text to identify the main topic. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Determine two or more main ideas of a text Recognize how ideas are organized in an informational text Describe or graphically represent the relationship between main ideas and details Explain how the main ideas are supported by key details Summarize the main ideas in an informational text, capturing the most important parts of the piece 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Determine two or more main ideas in a text and explain how the main ideas are supported by key ideas Recognize how ideas are organized in an informational text Describe the relationship between the main ideas and details Summarize the main ideas in an informational text by capturing the most important part(s).

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Week 5 12-5-16 to 12-9-16 Skill coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain (e.g., what and why) Key ideas/concepts, individuals, events, steps in informational texts. Specific details that explain key ideas, individuals, events, steps, etc. Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) Text structure in informational texts (e.g., time, sequence, cause/effect, steps) Relationships and interactions (e.g., one piece of text “explains” another 	<ul style="list-style-type: none"> Authors include specific information to explain the what and why of individuals, events, procedures, ideas and concepts in scientific, technical and historical texts . Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational/ technical texts Distinguish between key ideas/concepts, procedures, individuals, events and explanatory details/information Identify the specific details/information that explain individuals, events, procedures, ideas, or concepts in informational and technical texts Identify words phrases that signal explanations between and among ideas, events, procedures, individuals 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify multiple events, key ideas, specific details in a variety of informational and technical texts Distinguish between key ideas and explanatory details Identify words/phrases that signal explanations between ideas, procedures, and individuals Use language to explain the relationship between two or more individuals in an informational and technical text

	<p>or stands in “contrast” to another or “comes before” another)</p> <ul style="list-style-type: none"> • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts 		<ul style="list-style-type: none"> • Use text-specific language(e.g., text structure or text features) to explain the relationships or interactions between two or more individuals in an informational/technical text 	
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Fifth Grade Writing Quarter 2 – Unit 3				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and</p>	<ul style="list-style-type: none"> • Informative/ explanatory writing • Topic • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings, paragraphs) • Illustrations • Multimedia • Domain-specific vocabulary • Style (e.g., formal, informal, specific to audience) • Primary sources 	<ul style="list-style-type: none"> • Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and writers write to make meaning of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.5.2</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as</p>

<p>across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>			<p>form</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by <ul style="list-style-type: none"> • engaging the reader with an introduction/hook that presents the topic • introducing the topic clearly • grouping related information in paragraphs and sections • addressing the needs of the audience • developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • linking ideas within categories and information using words, phrases, and clauses • using formatting devices to aid comprehension when appropriate • using precise language and domain-specific vocabulary to inform about or explain the topic 	<p>needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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			<ul style="list-style-type: none"> providing a concluding statement or section that follows from the information or explanation presented. 	
Fifth Grade Literacy Quarter 2- Unit 3				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Week 6 12-12-16 to 12-16-16 Skill Coverage- 1,2,3,4,5	<ul style="list-style-type: none"> Informational text Word choice Context clues Literal/ Denotative meaning Connotative meaning Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration) 	<ul style="list-style-type: none"> Authors make purposeful language choices to enhance the meaning of informational text(s). Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	With prompting and support... <ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language Describe how figurative 	Skill Coverage 1. Read/reread sentences and paragraphs in a text to identify context clues 2. Use context clues to unlock unknown words/phrases 3. Determine the correct definition of words with multiple meanings and domain-specific words and phrases in a text relevant to grade 5 topic or

			<p>language and other language choices enhance and extend meaning</p> <ul style="list-style-type: none"> 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>subject area</p> <p>4. Know the difference between literal and non-literal meanings</p> <p>5. Identify, describe, and interpret how figurative language enhances and extends the meaning</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Week 7 12-19-16 to 12-23-16 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare Contrast Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) 	<ul style="list-style-type: none"> Authors of informational text use various structures to share information. The structure of events, ideas, concepts, or information can vary from one text to another. Good readers recognize the similarities and differences in text structure to better understand the information in texts. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Compare the overall structure of events, ideas, concepts, or information in two or more texts Identify the overall structure of events, ideas, concepts, and information in a text Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Compare/contrast the overall structure of events, ideas, in two or more texts Identify the overall structure of events, ideas, and information in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Week 8 1-9-17 to 1-13-17 Skill Coverage-1,2,3</p> <p>Week 9 1-17-17 to 1-20-17 Skill Coverage-4,5,6</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to analyze • Point of view • Author’s viewpoint/focus/attitude/bias • Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text • Audience • Compare and Contrast 	<ul style="list-style-type: none"> • Authors control what the reader knows through the choices they make (e.g., content, point of view, style, word choice). • Good readers recognize that multiple accounts of the same event will have similarities and differences based on the point of view they represent. • Good readers analyze the text to better understand the author’s viewpoint/attitude and purpose. 	<p>With prompting and supporting...</p> <ul style="list-style-type: none"> • Describe the author’s overall purpose for writing a text • Identify the intended audience • Describe how the author addresses the needs of the audience • Describe how the author’s choices reflect his/her viewpoint, focus, attitude or bias • Describe how the author’s choices shape the content • Explain how the viewpoint of the author is conveyed in a text • Analyze multiple accounts of the same event or topic, noting similarities and differences in the viewpoint represented in a text 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Describe an author’s purpose for writing a text 2. Identify the intended audience 3. Describe how the author addresses the needs of the audience 4. Describe how the author’s choices reflect their viewpoints, focus or bias and how it shapes the content 5. Explain how the viewpoint of the author is conveyed in a text 6. Analyze the similarities and differences in the viewpoint of multiple accounts represented in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Week 10 1-23-17 to 1-27-17 Skill Coverage- 1,2,3,4,5</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain Main/key ideas/points Supporting details Relevant vs. irrelevant details Reasons/examples/evidence Persuasive techniques (e.g., emotional words, repetition, name calling) 	<ul style="list-style-type: none"> Authors provide reasons/examples/evidence in informational text to support their points and ideas. Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an informational text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the author's key ideas/points Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/examples/evidence Identify the relevant reasons/examples/evidence an author gives to support points in a text Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify the author's key ideas and points 2. Identify reasons/examples/details that support the author's key ideas/points 3. Know the difference between relevant and irrelevant reasons/examples/evidence 4. Identify the relevant reasons/examples/evidence an author gives to support points in a text 5. Explain how an author uses reasons and evidence to support particular points in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Week 11 1-30-17 to 2-2-17 Skill Coverage- 1,2,3,4,5</p>	<ul style="list-style-type: none"> • Compare/Contrast • Theme(s) • Topic(s) • Characteristics of various genres (e.g., mysteries, adventure stories) • Author’s choices (e.g., audience, word choice, text structure, mood) • Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) • Author’s perspective/view point • Text-to-text, text-to-world connections 	<ul style="list-style-type: none"> • Authors’ approaches to themes and topics are influenced by their perspectives and their intentions. • Good readers compare and contrast various texts to deepen their understanding of themes and topics. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify the characteristics of various genres • Identify the theme of a text • Distinguish between a topic and theme • Identify and explain author’s intention/purpose • Identify and explain author’s perspective/view point • Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes • Compare and contrast stories in the same genre on their approaches to similar themes and topics 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify the characteristics of various genres 2. Identify the theme of a text and distinguish between a topic and a theme 3. Identify and explain the author’s intention/purpose and perspective/viewpoint 4. Identify, cite, and explain textual evidence which reveals the author’s intentions/purpose 5. Compare/contrast stories in the same genre on their approaches to similar themes/topics

Fifth Grade Writing Quarter 2- Unit 3				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<ul style="list-style-type: none"> • Draw conclusions • Make inferences • Compare and contrast • Interpret text • Author’s purpose • Locate key ideas and details • Locate information from multiple sources • Interpret claims and other information 	<ul style="list-style-type: none"> • Compare and contrast literary works that span genres with flexibility and translate their ideas into written pieces. • Evaluate the validity of the key details that support claims within informational pieces. • Include the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Analyze literary or informational texts • Identify evidence to support analysis/research • Recognize and understand organizational structures • Draw from texts, either literary or informational to support research, • Students write a character analysis from a literary text and support their claims with evidence from the text. • Students write an analysis of the impact of historical events using information from both a literary selection and historical documents or text. 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher.

Fifth Grade Literacy Planning Map *Suggested Instructional Timeline: Quarter 3

Unit 4	2/6/2017 – 3/10/2017 (5 weeks)
Unit 5	3/13/2017 – 4/6/2017 (4 weeks)

Fourth Grade Literacy Quarter 3 – Unit 4

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 1 2-6-17 to 2-10-17 Skill Coverage-1,2,3 Week 2 2-13-17 to 2-17-17 Skill Coverage-4,5	<ul style="list-style-type: none"> Textual evidence/text support Inference Prediction Author’s decisions (e.g., word choice, point of view, literary elements) Generalizations Background knowledge Explicitly stated information Conclusion 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, personal connections, background knowledge, and connections to the text to answer questions they have as they read Make implied inferences about author’s decisions and literary elements in a text Differentiate between appropriate and inappropriate textual support 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicitly stated information, personal connections, and prior knowledge when answering questions while reading Make implied inferences about an author’s decision in a literary text Know the differences between appropriate/inappropriate textual support Use quotes from a text when explaining what a text says, drawing and

		<p>what they read.</p>	<ul style="list-style-type: none"> • Use quotes from a text when explaining what the text says • Use quotes from the text when drawing inferences from the text • Use quotes from the text to support inferences 	<p>supporting inferences from a text</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Week 3 2-21-17 to 2-24-17 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> Literary text How to explain Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) Characteristics of genres (e.g., poetry, drama, stories) Relationships between parts of text and whole text 	<ul style="list-style-type: none"> Authors' choices of text structures vary according to genre. Good readers understand the structure of a text and use this information to make sense of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify genre Identify text structures Explain how a series of chapters fit together to provide the overall structure of a story Explain how a series of scenes fit together to provide the overall structure of a drama Explain how the stanzas fit together to provide the overall structure of a poem 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify genres and text structures Explain how a series of chapters, scenes, and stanzas fit together to provide the overall structure of a story, drama, and poem

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Week 4 2-27-17 to 3-3-17 Skill Coverage- 1,2</p> <p>Week 5 3-6-17 to 3-10-17 Skill Coverage- 3</p>	<ul style="list-style-type: none"> Literary text(s) How to describe Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Point of view (limited, first-person, third-person, all-knowing) Perspective View point/Attitude Author’s purpose Speaker/Narrator Audience 	<ul style="list-style-type: none"> An author develops texts by making choices, including point of view, to achieve his/her purpose. Authors use the narrator and speaker (point of view) to develop plot, character, and central message or theme. Good readers recognize that the narrator’s or speaker’s point of view influences how events are described. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Describe the author’s overall purpose for writing a text Describe how point of view affects a literary text Describe how a narrator’s or speaker’s point of view influences how events are described 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Describe the author’s purpose for writing a text Describe how a point of view affects a literary text Describe how a narrator’s or speaker’s point of view influences how events are described in a story

Fifth Grade Writing Quarter 3 – Unit 4				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of</p>	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Characters responses to situations • Narrator • Dialogue • Elaboration • Awareness of audience • Description • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, reflective, flashback) 	<ul style="list-style-type: none"> • Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/identify real or imagined experiences or event(s) to tell about • Select/identify details about an event(s) and people <ul style="list-style-type: none"> • differentiating between relevant and irrelevant details • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by <ul style="list-style-type: none"> • orienting the reader by 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. • Write a clear, simple focus including details that elaborate but stay on topic. • Write a story with a “beginning”, “middle”, and “end” • Write using temporal or time-cue words, such as now and later, to show sequence of events. • Write narratives with an introduction and a conclusion (closing).

<p>events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • Relevant, concrete details/examples • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases • Sequence of events • Closure/ending/conclusion • Forms (e.g., short stories, journals, poems, personal essays) 		<p>establishing a situation and introducing a narrator and/or characters;</p> <ul style="list-style-type: none"> • organizing an event sequence that unfolds naturally • using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations • using a variety of transitional words, phrases, and clauses to manage the sequence of events • using concrete words and phrases and sensory details to convey experiences and events precisely • providing a conclusion that follows from the narrated experiences or events 	
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Fifth Grade Literacy Quarter 3- Unit 5				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 6 3-13-17 to 3-17-17 Skill Coverage- 1,2,3 Week 7 3-20-17 to 3-24-17 Skill Coverage-4,5,6	<ul style="list-style-type: none"> Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make inferences about author's decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when explaining what the text says Use quotes from the text when drawing inferences from the text Use quotes from the text to support inferences 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicitly stated information, prior knowledge and connections to text when answering questions while reading Make inferences about an author's decision in a text Know the differences between appropriate/inappropriate textual support Use quotes from a text when explaining what a text says, drawing and supporting inferences from a text Quote from a text when explaining what the text says explicitly and when

			<ul style="list-style-type: none">Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	drawing inferences
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Week 8 3-27-17 to 3-31-17 Skill Coverage-1,2,3,4,5</p>	<ul style="list-style-type: none"> Digital sources Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) Media formats (e.g., visual, oral, quantitative) Relevant vs. irrelevant information Reliable vs. unreliable resources 	<ul style="list-style-type: none"> Authors present information in diverse formats and media. Readers' and viewers' make choices about the most efficient way to retrieve information. Good readers' and viewers' use information from a variety of text/media sources to answer questions and solve problems. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify media sources Differentiate between relevant and irrelevant information Differentiate between reliable and unreliable resources Deconstruct questions/problems to identify needed information Access media sources to solve a problem or answer a question Use relevant information to solve a problem or answer a question Use a variety of media sources to solve a problem or answer a question Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify, access, and deconstruct questions/problems by using a variety of media sources Differentiate between relevant/irrelevant information Differentiate between reliable and unreliable resources Use relevant information to solve a problem or answer a question Use multiple print or digital sources when locating an answer to a question quickly

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Week 9 4-3-17 to 4-6-17 Skill Coverage-1,2,3,4,5</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain Main/key ideas/points Supporting details Relevant vs. irrelevant details Reasons/examples/evidence Persuasive techniques (e.g., emotional words, repetition, name calling) 	<ul style="list-style-type: none"> Authors provide reasons/examples/evidence in informational text to support their points and ideas. Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an informational text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the author's key ideas/points Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/examples/evidence Identify the relevant reasons/examples/evidence an author gives to support points in a text Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify the author's key ideas and points Identify reasons/examples/details that support the author's key ideas/points Know the difference between relevant and irrelevant reasons/examples/evidence Identify the relevant reasons/examples/evidence an author gives to support points in a text Explain how an author uses reasons and evidence to support particular points in a text

Fifth Grade Writing Quarter 3 – Unit 5				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings, paragraphs) • Illustrations • Multimedia • Domain-specific vocabulary • Style (e.g., formal, informal, specific to audience) • Primary sources 	<ul style="list-style-type: none"> • Good authors of informative/explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and writers write to 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.5.2</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and</p>

<p>across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>make meaning of what they read.</p>	<p>appropriate for the topic and purpose</p> <ul style="list-style-type: none"> • Select an appropriate writing form • Write informative/explanatory texts to examine a topic and convey ideas and information clearly by <ul style="list-style-type: none"> • engaging the reader with an introduction/hook that presents the topic • introducing the topic clearly • grouping related information in paragraphs and sections • addressing the needs of the audience • developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • linking ideas within categories and information using words, phrases, and clauses • using formatting devices to aid comprehension when appropriate 	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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			<ul style="list-style-type: none">• using precise language and domain-specific vocabulary to inform about or explain the topic• providing a concluding statement or section that follows from the information or explanation presented	
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Fifth Grade Literacy Planning Map *Suggested Instructional Timeline: Quarter 4

Unit 6	4/17/2017 – 5/19/2017 (5 weeks)
Unit 7	5/22/2017 – 6/20/2017 (5 weeks)

Fifth Grade Literacy Quarter 4- Unit 6

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Week 1 4-17-17 to 4-21-17 Skill Coverage- 1,2,3,4,5,6</p>	<ul style="list-style-type: none"> Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they read Make inferences about author’s decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use explicitly stated information, prior knowledge, and connections to text when answering questions while reading 3. Make inferences about an author’s decision in a text 4. Know the differences between appropriate/

		<p>knowledge to make inferences and draw conclusions about what they read.</p>	<p>explaining what the text says</p> <ul style="list-style-type: none"> • Use quotes from the text when drawing inferences from the text • Use quotes from the text to support inferences • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 	<p>inappropriate textual support</p> <p>5. Use quotes from a text when explaining what a text says, drawing and supporting inferences from a text</p> <p>6. Quote from a text when explaining what the text says explicitly and when drawing inferences</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Week 2 4-24-17 to 4-28-17 Skill Coverage- 1,2,3,4,5</p>	<ul style="list-style-type: none"> Informational text Word choice Context clues Literal/ Denotative meaning Connotative meaning Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration) 	<ul style="list-style-type: none"> Authors make purposeful language choices to enhance the meaning of informational text(s). .Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language Describe how figurative language and other language choices enhance and extend meaning 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>Skill Coverage</p> <ol style="list-style-type: none"> 1. Read/reread sentences and paragraphs in a text to identify context clues 2. Use context clues to unlock unknown words/phrases 3. Determine the correct definition of words with multiple meanings and domain-specific words and phrases in a text relevant to grade 5 topic or subject area 4. Know the difference between literal and non-literal meanings 5. Identify, describe, and interpret how figurative language enhances and extends the meaning

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Week 3 5-1-17 to 5-5-17 Skill Coverage- 1,2,3,4,5</p>	<ul style="list-style-type: none"> Digital sources Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) Media formats (e.g., visual, oral, quantitative) Relevant vs. irrelevant information Reliable vs. unreliable resources 	<ul style="list-style-type: none"> Authors present information in diverse formats and media. Readers' and viewers' make choices about the most efficient way to retrieve information. Good readers' and viewers' use information from a variety of text/media sources to answer questions and solve problems. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify media sources Differentiate between relevant and irrelevant information Differentiate between reliable and unreliable resources Deconstruct questions/problems to identify needed information Access media sources to solve a problem or answer a question Use relevant information to solve a problem or answer a question Use a variety of media sources to solve a problem or answer a question Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify, access, and deconstruct questions/problems by using a variety of media sources Differentiate between relevant/irrelevant information Differentiate between reliable and unreliable resources Use relevant information to solve a problem or answer a question Use multiple print or digital sources when locating an answer to a question quickly

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Week 4 5-8-17 to 5-12-17 Skill Coverage- 1,2,3,4,5</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to explain Main/key ideas/points Supporting details Relevant vs. irrelevant details Reasons/examples/evidence Persuasive techniques (e.g., emotional words, repetition, name calling) 	<ul style="list-style-type: none"> Authors provide reasons/examples/evidence in informational text to support their points and ideas. Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an informational text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the author's key ideas/points Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points Differentiate between relevant and irrelevant reasons/examples/evidence Identify the relevant reasons/examples/evidence an author gives to support points in a text Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify the author's key ideas and points Identify reasons/examples/details that support the author's key ideas/points Know the difference between relevant and irrelevant reasons/examples/evidence Identify the relevant reasons/examples/evidence an author gives to support points in a text Explain how an author uses reasons and evidence to support particular points in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Week 5 5-15-17 to 5-19-17 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) • How to integrate information in a purposeful way 	<ul style="list-style-type: none"> • Authors of informational text provide information and key details on topics in different ways. • Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Establish a purpose for gathering information • Identify the most important points from several texts for a given purpose • Identify the key/supporting details from several texts for a given purpose • Use a method for managing and organizing selected information • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Establish a purpose for gathering information 2. Identify the most important points and key details from several texts for a given purpose 3. Use a method to organize selected information 4. Integrate information from several texts on the same topic in order to speak/write about the subject knowledgeably

Fifth Grade Writing Quarter 4 Unit 6				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings, paragraphs) • Illustrations • Multimedia • Domain-specific vocabulary • Style (e.g., formal, informal, specific to audience) • Primary sources 	<ul style="list-style-type: none"> • Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/ explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/ expository texts. • Good readers and writers write to make meaning of 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern appropriate for the topic 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.5.2</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as</p>

<p>the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>what they read.</p>	<p>and purpose</p> <ul style="list-style-type: none"> • Select an appropriate writing form • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by <ul style="list-style-type: none"> • engaging the reader with an introduction/hook that presents the topic • introducing the topic clearly • grouping related information in paragraphs and sections • addressing the needs of the audience • developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • linking ideas within categories and information using words, phrases, and clauses • using formatting devices to aid comprehension when appropriate • using precise language and domain-specific vocabulary to inform 	<p>needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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			<ul style="list-style-type: none">• about or explain the topic• providing a concluding statement or section that follows from the information or explanation presented	
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Fifth Grade Literacy Quarter 4- Unit 7				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Week 6 5-22-17 to 5-26-17 Skill Coverage-1,2,3 Week 7 5-30-17 to 6-2-17 Skill Coverage-4,5,6	<ul style="list-style-type: none"> Text support Inference Prediction Direct quotations Generalizations Background knowledge Explicitly stated information from the text Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers use examples, details, and quotes from the text to support their inferences. Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read Make inferences about author's decision and the content of a text Differentiate between appropriate and inappropriate textual support Use quotes from a text when explaining what the text says Use quotes from the text when drawing inferences from the text Use quotes from the text to 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicitly stated information, prior knowledge and connections to text when answering questions while reading Make inferences about an author's decision in a text Know the differences between appropriate/inappropriate textual support Use quotes from a text when explaining what a text says, drawing and supporting inferences from a text

			<p>support inferences</p> <ul style="list-style-type: none">• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	<p>6. Quote from a text when explaining what the text says explicitly and when drawing inferences</p>
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or texts. Week 8 6-5-17 to 6-9-17 Skill Coverage-1,2	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare Contrast Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) 	<ul style="list-style-type: none"> Authors of informational text use various structures to share information. The structure of events, ideas, concepts, or information can vary from one text to another. Good readers recognize the similarities and differences in text structure to better understand the information in texts. 	With prompting and support... <ul style="list-style-type: none"> Compare the overall structure of events, ideas, concepts, or information in two or more texts Identify the overall structure of events, ideas, concepts, and information in a text Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts 	Skill Coverage <ol style="list-style-type: none"> Compare/contrast the overall structure of events, ideas, in two or more texts Identify the overall structure of events and ideas and information in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Weeks 9&10 6-12-17 to 6-20-17 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare/contrast Important points/main ideas Most important vs. least important points Key/supporting details Purpose for gathering information Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) How to integrate information in a purposeful way 	<ul style="list-style-type: none"> Authors of informational text provide information and key details on topics in different ways. Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Establish a purpose for gathering information Identify the most important points from several texts for a given purpose Identify the key/supporting details from several texts for a given purpose Use a method for managing and organizing selected information Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Establish a purpose for gathering information Identify the most important points and key details from several texts for a given purpose Use a method to organize selected information Integrate information from several texts on the same topic in order to write/speak about the subject knowledgeably

Fifth Grade Writing Quarter 4- Unit 7				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section</p>	<ul style="list-style-type: none"> • Persuasion and argument • Difference between relevant and irrelevant evidence • Opinion/position • Reason(s) (e.g., claims, support) • Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts) • Logical argument • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background) • Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument) 	<ul style="list-style-type: none"> • Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. • Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify an issue in a topic or text • Distinguish the pros and cons • Select an opinion/ position • Develop an opinion/ position /claim • Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides • acknowledge the opposing point of view • differentiating between relevant and irrelevant reasons/evidence • using an appropriate variety of reasons/evidence • addressing the needs of the audience • prioritizing the reasons/evidence • Select an appropriate writing format 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.5.1</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>

<p>related to the opinion presented.</p>	<ul style="list-style-type: none"> • Awareness of audience • Organizational pattern/ structure • Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition, consequently, specifically) • How to use linking/transition words (e.g., on the other hand) to show relationship • Strategies for dealing with opposing point of view (e.g., rebuttal, concession, 		<ul style="list-style-type: none"> • Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: <ul style="list-style-type: none"> • introducing a topic or text • stating an opinion • creating an organizational structure in which related ideas are grouped to support the writer's purpose • providing logically ordered reasons that are supported by facts and details • acknowledging alternate or opposing claim(s) • providing a concluding statement or section related to the opinion/position presented • Linking opinion/position and reasons using words, phrases, and clauses • Using linking/transition words that show relationships 	<p>revising, editing, rewriting, or trying a new approach.</p>
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CCSS Question Stems by Standard – Fifth – Literature

<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<ol style="list-style-type: none"> 1. Why did the author write this passage? 2. What inferences can you make? 3. What information would you need to support the inference? 4. What can you conclude from this passage? 5. Why do you think that? Can you give specific examples from the text that support your thinking? 6. Can you show me where in the text the author says that? 	<ol style="list-style-type: none"> 1. What is the theme of the story? 2. Which statement is the theme of this story? 3. Which of the following statements best reflects the theme of the story? 4. What conflicts did you see and how were they resolved? 5. How did the characters solve the conflict? 6. Summarize the text in your own words? 7. What was the main conflict? 8. What details did the author give to help solve the conflict? 9. In the poem, can you find examples times when the speaker was reflecting about the topic? 	<ol style="list-style-type: none"> 1. What can you tell me about these characters? 2. In what ways do the characters think alike/differently? 3. How does this contrast affect the outcome? 4. In what way do different settings in the story affect the outcome? 5. Which details does the author provide to show us how the characters act with each other? 6. What attitude did the characters display? 7. What do _____ and _____ have in common? 8. How does the dialogue help you understand the characters and their actions?

<p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>RL 5.5 Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>	<p>RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>
<ol style="list-style-type: none"> 1. What does the word ____ mean in this sentence? 2. Are there any clues around the word that can help you determine its meaning? 3. Locate a simile/metaphor – what does the author compare? 4. What strategies can you use to help you find the meaning of the word? 5. Look at this group of words. What is the meaning of the phrase? 6. What do the characters symbolize? 7. In the story, what is a symbol of _____? 	<ol style="list-style-type: none"> 1. How is this text organized? 2. This selection can best be described as a _____. 3. Can you explain the difference between a chapter in a book and a scene in a play? 4. How many stanzas or verses does this poem have? 5. How would this change if we took out the _____ stanza/chapter/scene? 6. What is the key event/idea in this chapter/stanza? 7. Why do you think the author wrote this as a _____, instead of as a _____? 	<ol style="list-style-type: none"> 1. Who is telling these events? 2. Is the narrator part of the story? Is this story being told in first-person? 3. What is the narrator’s perspective? Are they in the story, or is the story being told by an outside observer? 4. How does the narrator’s point of view influence how the events are described? 5. Why do you think the narrator described the events the way he/she did? 6. How would the story be different if another character was telling the story?

CCSS Question Stems by Standard – Fifth – Literature

<p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
<ol style="list-style-type: none"> 1. How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? 2. How does adding photo images or video help increase your understanding of the text? 3. What audio elements can you add to your presentation of that story, folktale, myth, or poem? 4. When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. 5. Think about how visual images influence your perspective. 	<ol style="list-style-type: none"> 1. How are ____ and ____ alike? 2. How are ____ and ____ different? 3. How do the ideas in ____ compare to the ideas in ____? 4. What characteristics does the character, _____, have that contrast the character of ____? 5. How does ____ from the ____ culture, compare to ____ from the ____ culture? 6. Why do you think the author of ____ used the same pattern of events that was used in ____? 7. What kind of writing does the author use to tell the story? 8. How did the author organize the story? 9. What are some of the characteristics found in a fable? mystery? poem? 	<ol style="list-style-type: none"> 1. What have you read independently lately? 2. What genres have you read? 3. What genre did you enjoy the most? 4. Have you read multiple books by the same author? 5. Who is your favorite author? Have you read any of his/her books lately? 6. While offering a choice of books ask, “Have you tried this reading this type of book?” 7. If you read that book by this author, you might enjoy his/her latest book. 8. Do you think you are ready to move to the next level?
<p>RL 5.8 Not Applicable to CCSS Literature Standards</p>		

CCSS Question Stems by Standard –Fifth– Informational

RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

1. Have you decided what quote from the text you will use to support your conclusion?
2. Don't forget when you are quoting an author; you need to use the same words the author used.
3. Why do you think that? Support your inference with a quote from the text.
4. Show me where in the text the author said that.
5. When you are talking with you partner, please use the frame, "On page ____ the author says..."

RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

1. What is this text about?
2. What are the main ideas developed in the text?
3. After reading the text, which details support the main ideas?
4. How did you decide that these details are important?
5. What kind of details does the author use to support the main ideas?
6. Write a short summary about what you have learned?
7. Can you summarize the main ideas of the text in a sentence?

RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

1. Explain the relationship between _____ and _____.
2. What information from the text did you use to determine the relationship between these two scientific concepts?
3. What information from the text did you use to determine the relationship between these two historical events?
4. What was the result of _____'s idea?
5. How has the interaction between these two people affected us today?
6. Where, in the text, does the author indicate what the result of these events has been?

<p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<ol style="list-style-type: none"> 1. Can you read the sentences around the word/phrase to help you determine its meaning? 2. What does the word, _____, mean in this sentence? 3. What does the phrase, _____, mean in this selection? 4. What tools can you use to help you find the meaning of this word? 5. Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? 6. What does the prefix _____ mean in the word _____? 7. Where else in the book might you look at to help you figure out what the word means? 8. What word would be the best choice in searching for _____ on the Internet? 	<ol style="list-style-type: none"> 1. How is this chapter/text organized? 2. If you compared these two books about _____, how are the ideas or concepts the same? How are they different? 3. Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? 4. Do the authors of both of these texts agree as to the cause and effect of ...? 5. The author organized this chapter by chronological order; what organizational structure did the author of the other book use? 	<ol style="list-style-type: none"> 1. What are the sources for the different accounts of the event or topic? 2. Are these first- or secondhand accounts of the events? 3. Describe the similarities between the accounts. 4. Using the books, can you find some important differences in their accounts of the events or topics? 5. Describe the differences between _____ and _____. 6. What details did the author provide to convey the difference between _____ and _____? 7. Why do you think the authors describe or tell about the events or topics differently? 8. Why would the point of view be different in these versions?

CCSS Question Stems by Standard – Fifth – **Informational**

RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

1. Use Internet sources to find the answer to _____.
2. Use the information from _____ and _____ to find the answers to _____.
3. How would you solve the problem of _____?
4. Where would you find this answer?
5. Summarize information from different formats.
6. Can you use the information from several different sources to come up with a solution to that problem?
7. Which search engine would be the best to use in order to locate the answer to the question?

RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

1. What is the author's message?
2. Did the author use any evidence to support his thinking?
3. Where in the text does the author show evidence to support the claim?
4. Why did the author write that?
5. Does the author give any reasons for writing that?
6. Could you tell me why the author might have included that?
7. What evidence could the author have added to make the points stronger?

RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

1. What did you learn from this piece of text about topic?
2. Were there important details in this text that were not in the other?
3. How are you deciding what details are important enough that you need to include them when you are writing?
4. Did the author of this text write something that you need to include that the other didn't?
5. How are you keeping track of the information so that you can put it together when you are writing or speaking?
6. Does that sound like you know what you are talking about?

<p>RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>		
<ol style="list-style-type: none"> 1. Have you tried reading a book about_____? 2. After reading your science book, you might want to look up more information in a trade book, or on the computer. 3. Another book about this topic is... 4. The school library has a book about ... 5. Before reading, did you look at the headings on the page? 6. Did you read the bold print to help you understand what you are reading? 7. Were you able to read the information fluently? 		



Fifth Grade Literacy Planning Map

SY 2016-2017