

**5th Grade**  
**Unit 1**

<b>Cycles of Learning</b> <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>5.W.3.1 &amp; 5.W.4</b> Aug. 10- Oct. 7 (42 Days)  <b>ARC LITERACY LAB- UNIT 1</b>	<b><u>Cycle 1</u></b> <b>ARC WEEK 1 &amp; 2</b>	Aug. 10- Aug. 29th (14 days)  Standard Instruction begins Aug 15th	<b>Procedures and Etiquette (establish routines)</b>  5.RV.2.1	5.RL.2.1 5.RV.3.1 5.SL.2.3 5.W.6.1a
	<b><u>Cycle 2</u></b> <b>ARC WEEK 3 &amp; 4</b>	Aug. 30- Sept. 19 (14 days)	NWEA (Aug 29th-Sept. 9th) in school <b>IRLA</b> (Begins no later than Sept. 12th)  5.RL.2.1	5.RF.4.6 5.RL.2.3 5.RV.2.2 5.W.6.1b
	<b><u>Cycle 3</u></b> <b>ARC WEEK 5 &amp; 6</b>	Sept. 19 - Oct. 7th (14 days)	5.RL.2.2	5.RL.3.1 5.RL.3.2 5.SL.2.5 5.W.6.1c

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 1

Aug 10- Aug 29

## General Description of the Unit

In this unit students will be exposed to various genres and complex texts. Students will create independence in the reading block. Students read and write like a detective. They will initiate the academic community, receive an initial assessment and goal setting. The purpose of unit one is also to create procedures, expectations that promote a safe reading environment.

**Procedures and Etiquette (establish routines) emphasized solely Day 1, 2, and 3; Following Week Incorporate into daily schedule for 3 additional weeks**

NWEA (Aug 29-Sept. 9) in school

IRLA (Sept. 12-Sept. -23) via conference

**E Learning** n/a; circumstantial/subject to change

## Priority Standards

- **5.RV.2.1:** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

## Reading Expectations

- Read for a sustained 15 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
- **5.SL.2.3:** Establish and follow agreed-upon rules for discussion.
- **5.W.6.1a:** Demonstrate command of English Grammar and usage focusing on nouns and pronouns.

## Writing Focus

- **5.W.3.1:** Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented

## Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Establish routines and relationships to sustain writing culture. (week 1 goal p.5)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (week 1 p.6)
- Sustain 15 minutes of independent writing. (week 2 goal p.85)
- Collect baseline writing samples. (week 2 goal p.85)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (week 2 p.86)
- [5th Grade Writing Rubrics](#)

<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>          IRLA (VIA ONLINE CONFERENCE)          NWEA(IN PERSON)  <i>Benchmark Writing - Constructed Response (This will occur at the different time than NWEA Diagnostic.)</i>          Reading Survey          Reader Engagement</p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Readers use context clues, affixes, and other known word parts to help them make meaning of words and phrases in the text.</li> <li>• There are established structures and patterns in language. Understanding these can help us be better readers and writers.</li> <li>• Authors don't always say things directly in the text. Readers must use the information given in the text to make their own inferences, which helps the reader make sense of and connections to the story being told.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• What is Reading and why does it matter?</li> <li>• What is Reading Engagement and Why does it matter?</li> <li>• How would you describe your reading style or preferences?</li> <li>• What kind of reader do you want to be?</li> <li>• What is proficient reading?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>• I can use context clues to determine the meaning of unknown words.</li> <li>• I can use text features to determine the meaning of unknown words.</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>• I can write persuasive compositions in a variety of forms.</li> <li>• I can clearly present a position in an introductory statement to an identified audience.</li> <li>• I can support the position with qualitative and quantitative</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>• I can accurately quote what a text says explicitly.</li> <li>• I can accurately quote a text to support my inferences.</li> </ul> <p><b>5.RV.3.1</b></p> <ul style="list-style-type: none"> <li>• I can determine how imagery, symbolism, and figurative language provide meaning in a work of literature.</li> </ul> <p><b>5.SL.2.3</b></p> <ul style="list-style-type: none"> <li>• I can help establish and demonstrate agreed-upon rules for discussions.</li> <li>• I can carry out assigned roles in a discussion.</li> <li>• I can come to a discussion prepared to share my ideas.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>• context clue</li> <li>• determine</li> <li>• text feature</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>• audience</li> <li>• clause</li> <li>• conclusion</li> <li>• introduction</li> <li>• persuasion</li> <li>• purpose</li> <li>• qualitative</li> <li>• quantitative</li> <li>• source</li> </ul> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>• explicit</li> <li>• inference</li> </ul>

<p>facts and details from various sources including texts.</p> <ul style="list-style-type: none"> <li>● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. I can use language appropriate for the identified audience.</li> <li>● I can connect reasons to the position using words, phrases, and clauses.</li> <li>● I can write a conclusion.</li> </ul>		<ul style="list-style-type: none"> <li>● text</li> <li>● quote</li> </ul> <p><b>5.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● allusion</li> <li>● determine</li> <li>● figurative language</li> <li>● hyperbole</li> <li>● imagery</li> <li>● metaphor</li> <li>● simile</li> <li>● symbolism</li> </ul> <p><b>5.SL.2.3</b></p> <ul style="list-style-type: none"> <li>● discussion</li> <li>● establish</li> </ul>
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**Resources**

**ARC Resources**

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<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>

**Greek/Latin Roots**

“form-” ● meaning *shape* ● Latin Origin ● formation, deformed, deformity, reform, conform, formal, format, inform, information  
 “grad-” ● meaning *step* ● Latin Origin ● grade, gradual, gradient, degrade, graduate, graduation  
 “log-” ● meaning *word, thought* ● Greek Origin ● logic, logical, logistics, monologue, dialogue, biology, geology, astrology  
 “Schem-” ● meaning *plan* ● Greek Origin ● scheme, schematic, schemata  
 “Sci-” ● meaning *know* ● Latin Origin ● science, scientific, scientist, omniscient

<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>
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# Cycle 2

Aug 30 - Sept 19

## General Description of the Unit

In this unit students will be exposed to various genres and complex texts. Students will create independence in the reading block. Students read and write like a detective. They will initiate the academic community, receive an initial assessment and goal setting. The purpose of unit one is also to create procedures, expectations that promote a safe reading environment.

### **Procedures and Etiquette (establish routines)**

NWEA (Aug 29-Sept. 9) in school

IRLA (Sept. 12-Sept. -23) via conference

**E Learning** n/a; *circumstantial/subject to change*

### Priority Standards

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

### Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

### Supporting Standards

- **5.RF.4.6:** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.
- **5.RL.2.3:** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RV.2.2:** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.W.6.1b:** Demonstrate command of English grammar and usage focusing on verbs (action, helping, linking) & (writing sentences that use the *perfect tense* (e.g., *I have walked, I had walked, I will have walked*))

### Writing Focus

- 5.W.3.1: Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.

### Writing Expectations

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Establish routines of Writing Workshop. (week 3 goal p.133)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (week 3 p.134)

<ul style="list-style-type: none"> <li>● Use an organizational structure to group related ideas that support the purpose.</li> <li>● Use language appropriate for the identified audience.</li> <li>● Connect reasons to the position using words, phrases, and clauses.</li> <li>● Provide a concluding statement or section related to the position presented</li> </ul> <ul style="list-style-type: none"> <li>● 5.W.4: Apply the writing process to – <ul style="list-style-type: none"> <li>- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</li> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Select your own purpose for writing. (week 4 goal p.179)</li> <li>● Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (week 3 p.180)</li> <li>● <a href="#">5th Grade Writing Rubrics</a></li> </ul>
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**Proficiency Scales**  
[Find the Fifth Grade Proficiency Scales here.](#)

**Assessments**

**Enduring Understandings**

- Readers use context clues, affixes, and other known word parts to help them decode and make meaning of words and phrases in the text.
- There are established structures and patterns in language. Understanding these can help us be better readers and writers.
- Authors don't always say things directly in the text. Readers must use the information given in the text to make their own inferences, which helps the reader make sense of and connections to the story being told.

**Essential Questions**

- Are there unfamiliar words in the text? What are they?
- What do you do when you encounter an unfamiliar word?
- What strategy will you use to unlock the meaning of that word?
- What details support your inference?
- What evidence supports your response? Is that inferred or explicitly stated?

**Key Concepts**  
**5.RL.2.1**

- I can accurately quote what a text says explicitly.

**Related Concepts**  
**5.RF.4.6**

**Vocabulary**  
**5.RL.2.1**

- explicit
- inference

<ul style="list-style-type: none"> <li>I can accurately quote a text to support my inferences.</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>I can write persuasive compositions in a variety of forms.</li> <li>I can clearly present a position in an introductory statement to an identified audience.</li> <li>I can support the position with qualitative and quantitative facts and details from various sources including texts.</li> <li>I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. I can use language appropriate for the identified audience.</li> <li>I can connect reasons to the position using words, phrases, and clauses.</li> <li>I can write a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>I can use syllabication patterns to accurately read unfamiliar multisyllabic words.</li> <li>I can use roots and affixes to accurately read unfamiliar multisyllabic words.</li> </ul> <p><b>5.RL.2.3</b></p> <ul style="list-style-type: none"> <li>I can describe characters, settings, or events in a story or play using specific details from a text.</li> <li>I can describe how the characters, events, and settings affect the plot.</li> </ul> <p><b>5.RV.2.2</b></p> <ul style="list-style-type: none"> <li>I can identify relationships among words.</li> <li>I can identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies.</li> </ul>	<ul style="list-style-type: none"> <li>text</li> <li>quote</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>audience</li> <li>clause</li> <li>conclusion</li> <li>introduction</li> <li>persuasion</li> <li>purpose</li> <li>qualitative</li> <li>quantitative</li> <li>source</li> </ul> <p><b>5.RF.4.6</b></p> <ul style="list-style-type: none"> <li>accurately</li> <li>affix</li> <li>morphology</li> <li>syllabication pattern</li> <li>syllable</li> </ul> <p><b>5.RL.2.3</b></p> <ul style="list-style-type: none"> <li>plot</li> </ul> <p><b>5.RV.2.2</b></p> <ul style="list-style-type: none"> <li>analogy</li> <li>antonym</li> <li>homograph</li> <li>identify</li> <li>metaphor</li> <li>simile</li> <li>synonym</li> </ul>
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**Resources**

**ARC Resources**

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**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Academic Vocabulary/ Grammar**

“equi-” • meaning *equal* • Latin Origin • equal, equality, equivalent, equidistant, equilateral, equilibrium, equilibrate, equinox

“fract-, frag-” • meaning *break* • Latin Origin • fraction, fracture, fragment, fragmentate, infraction, refraction  
“gen-” • meaning *kind, birth* • Greek Origin • gen, genetic, genetics, genocide, homogeneous, heterogeneous, gender, genre  
“long-” • meaning *long* • Latin Origin • longitude, longitudinal, longevity, elongate, elongation  
“psych-” • meaning *mind, soul* • Greek Origin • psychology, psychologist, psyche, psychopath, psychiatrist

**Data Analysis**

**Celebrations/Changes**



# Cycle 3

Sept 20 - Oct 7

## **General Description of the Unit**

In this unit students will be exposed to various genres and complex texts. Students will create independence in the reading block. Students read and write like a detective. They will initiate academic community, receive an initial assessment and goal setting. The purpose of unit one is also to create procedures, expectations that promote a safe reading environment.

## **Procedures and Etiquette**

**IRLA** (Sept. 12-Sept. -23) via conference

**E Learning** Sep 21st

## **Priority Standards**

- **5.RL.2.2:** Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

## **Reading Expectations**

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

## **Writing Focus**

- **5.W.3.1:** Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented

## **Supporting Standards**

- **5.RL.3.1:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
- **5.RL.3.2:** Describe how a narrator’s or speaker’s point of view influences how events are portrayed.
- **5.SL.2.5:** Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- **5.W.6.1c:** Demonstrate command of English grammar and usage focusing on adjectives and adverbs.

## **Writing Expectations**

- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Integrate Reading and Writing (week 5 goal p.215)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (week 5 p.216)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (week 5 p.216)
- Establish revising & editing protocols. (week 6 goal p.251)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (week 6 p.252)

<ul style="list-style-type: none"> <li>● 5.W.4: Apply the writing process to – <ul style="list-style-type: none"> <li>- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</li> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (week 6 p.252)</li> <li>● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● Use technology, including the Internet, to produce and publish writing and to interact and collaborate</li> <li>● <a href="#">5th Grade Writing Rubrics</a></li> </ul>
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">5. RL. 2.2 Formative Assessment</a></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● What a character thinks, feels, and does in a story, poem, or play impacts the theme.</li> <li>● Themes and topics learned from one story can be compared to those in other stories.</li> <li>● Effective persuasive writing supports its claims with facts and details.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Why is it important to know how to summarize?</li> <li>● What is the theme? What details reveal the theme?</li> <li>● As an author, how will you persuade your readers?</li> <li>● How does the theme connect to your life?</li> <li>● How do you relate to the characters in the story/ the speaker in the poem?</li> <li>● What challenges did the character face? How would you have responded differently?</li> </ul>
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<p><b><u>Key Concepts</u></b></p> <p><b>5.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the theme of a story, play, or poem by using evidence from the text.</li> <li>● I can explain how a character's response to challenges in a text impact the theme.</li> <li>● I can explain how a speaker's reflection in a poem can impact the topic.</li> <li>● I can summarize a story, play, or poem in my own words.</li> </ul> <p><b>5.W.3.1</b></p>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● I can explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem.</li> </ul> <p><b>5.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● I can describe how the narrator's or speaker's point of view affects how events are described.</li> </ul> <p><b>5.SL.2.5</b></p> <ul style="list-style-type: none"> <li>● I can review key ideas in a discussion.</li> <li>● I can draw conclusions from a discussion.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● determine</li> <li>● play</li> <li>● poem</li> <li>● speaker</li> <li>● summarize</li> <li>● theme</li> <li>● text</li> <li>● topic</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>● audience</li> <li>● clause</li> <li>● conclusion</li> <li>● introduction</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write persuasive compositions in a variety of forms.</li> <li>● I can clearly present a position in an introductory statement to an identified audience.</li> <li>● I can support the position with qualitative and quantitative facts and details from various sources including texts.</li> <li>● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. I can use language appropriate for the identified audience.</li> <li>● I can connect reasons to the position using words, phrases, and clauses.</li> <li>● I can write a conclusion.</li> </ul>		<ul style="list-style-type: none"> <li>● persuasion</li> <li>● purpose</li> <li>● qualitative</li> <li>● quantitative</li> <li>● source</li> </ul> <p><b>5.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● dialogue</li> <li>● scene</li> <li>● series</li> <li>● stanza</li> <li>● text structure</li> </ul> <p><b>5.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● narrator</li> <li>● point of view</li> <li>● portray</li> <li>● speaker</li> </ul> <p><b>5.SL.2.5</b></p> <ul style="list-style-type: none"> <li>● conclusion</li> <li>● discussion</li> <li>● key idea</li> <li>● reference</li> </ul>
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**Resources**

**ARC Resources**

<p style="text-align: center;"><b><u>Supplemental Fiction Texts</u></b></p> <p>*Add poetry to support the RL standards in this unit. -Remove nonfiction texts.</p>	<p style="text-align: center;"><b><u>Supplemental Nonfiction Texts</u></b></p>	<p style="text-align: center;"><b><u>Supplemental Media, Music, Art, and other Resources</u></b></p>
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**Academic Vocabulary /Grammar**

“eco-”● meaning *house* ●Greek Origin ● ecology, ecosystem, ecological, economy, economical, economic

“geo-”● meaning *earth* ●Greek Origin ● geology, geography, geographic, geology, geologic, geothermal, geocenter, geometer

“macro-”● meaning *large* ●Greek Origin ● macrocomputer, macroeconomy, macroscopic, macrostructure, macrobiotic, macrocosm

“micro-”● meaning *small* ●Greek Origin ● microchip, microscopic, microbe, microfiber, microcosm, microeconomics, microwave, microcomputer

“phys-”● meaning *nature* ●Greek Origin ● physical, physics, physician, physiology, physiotherapy, physiotherapist

<u>Data Analysis</u>	<u>Celebrations/Changes</u>
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**5th Grade**  
**Unit 2**

<b>Cycles of Learning</b>				
<i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>5.W.3.2 &amp; 5.W.4</b> Oct. 10-Dec. 16 (42 Days)	<a href="#"><u>Cycle 4</u></a>	Oct. 10- Oct. 31 (14 days)	5.RN.2.2	5.RN.2.1 5.RN.3.1 5.RV.2.5 5.RV.3.2 5.W.6.1d
	<a href="#"><u>Cycle 5</u></a>	Nov. 1 - Nov. 28 (14 days)	5.RN.2.3 5.RV.3.2	5.RN.2.1 5.RN.4.2 5.W.6.1e
	<a href="#"><u>Cycle 6</u></a>	Nov. 29- Dec. 16 (14 days)	5.RN.2.1	5.RN.2.2 5.SL.2.2 5.SL.2.3 5.W.6.2a

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 4

Oct 10 -Oct 31

## General Description of the Unit

Through guided research, students will describe characteristics of an ecosystem and identify the producers and consumers that inhabit it. In addition, students will describe how the producers and consumers survive in this ecosystem. Students will work independently toward power goals and usage of close reading strategies.

## Procedures and Etiquette

E Learning *Oct 19th*

## Priority Standards

- **5.RN.2.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## Reading Expectations

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **5.RN.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.3.1:** Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
- **5.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
- **5.RV.3.2:** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.
- **5.W.6.1d:** Focus on writing sentences that use prepositional phrases and explaining their function in the sentence

## Writing Focus

- **5.W.3.2:** Write informative compositions on a variety of topics that -
  - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
  - Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.
  - Connect ideas within and across categories using transition words (e.g. therefore, in addition).
  - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
  - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.

## Writing Expectations

- Write for a sustained 25 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)

- [5th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>- Provide a concluding statement or section related to the information or explanation presented</li> <li>● 5.W.4: Apply the writing process to – <ul style="list-style-type: none"> <li>- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</li> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul> </li> </ul>	
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">5.RN.2.2 Formative Assessment</a></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Readers and writers rely on a variety of sources to obtain information.</li> <li>● New information may result in a new idea or change your opinion of a topic.</li> <li>● Texts are structured around main ideas and supporting evidence.</li> <li>● Strong readers use a variety of strategies to make sense of key ideas and details in a text.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What are the text’s main ideas? What details support each idea?</li> <li>● What are the text features? What information do they add?</li> </ul> <p>ARC specific questions</p> <ul style="list-style-type: none"> <li>● Why are ecosystems important?</li> <li>● How would you describe the role of each organism in the ecosystem? (Producer, consumer, and the decomposers)</li> <li>● What do you find interesting about this ecosystem? How will you find out more about it?</li> </ul>
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<p><b><u>Key Concepts</u></b>  <b>5.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● I can identify the main ideas of a nonfiction text.</li> <li>● I can explain how key details support the main ideas in a nonfiction text.</li> <li>● I can summarize a nonfiction text using main ideas and key details.</li> </ul> <p><b>5.W.3.2</b></p>	<p><b><u>Related Concepts</u></b>  <b>5.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can explain what a text says explicitly using quotes from the text.</li> <li>● I can use make inferences from a text by using quotes from the text.</li> </ul> <p><b>5.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● I can use text features to help me understand informational text.</li> <li>● I can apply information gained from a nonfiction text to help solve a problem.</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>5.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● determine</li> <li>● key detail</li> <li>● main idea</li> <li>● nonfiction text</li> <li>● summarize</li> <li>● text</li> </ul> <p><b>5.W.3.2</b></p> <ul style="list-style-type: none"> <li>● audience</li> <li>● category</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write informative compositions on a variety of topics.</li> <li>● I can write an introduction.</li> <li>● I can organize sentences and paragraphs logically.</li> <li>● I can include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</li> <li>● I can connect ideas using transition words.</li> <li>● I can include text features and multimedia when useful.</li> <li>● I can use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone.</li> <li>● I can use appropriate language, vocabulary, and sentence variety for my topic and audience.</li> <li>● I can write a conclusion.</li> </ul>	<p><b>5.RV.2.5</b></p> <ul style="list-style-type: none"> <li>● I can consult reference materials to determine the meaning of words or phrases.</li> <li>● I can consult reference materials to find the pronunciation of words and phrases.</li> </ul> <p><b>5.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the meanings of words and phrases in a nonfiction text.</li> </ul>	<ul style="list-style-type: none"> <li>● conclusion</li> <li>● informative composition</li> <li>● introduction</li> <li>● presentation</li> <li>● quotation</li> <li>● text feature</li> <li>● topic</li> <li>● tone</li> <li>● transitional word</li> </ul> <p><b>5.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● explicit</li> <li>● inference</li> <li>● main idea</li> <li>● quote</li> <li>● text</li> </ul> <p><b>5.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● digital source</li> <li>● nonfiction text</li> <li>● text feature</li> </ul> <p><b>5.RV.2.5</b></p> <ul style="list-style-type: none"> <li>● dictionary</li> <li>● pronunciation</li> <li>● reference materials</li> <li>● thesaurus</li> </ul> <p><b>5.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● context clue</li> </ul>
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**Resources**

**ARC Resources**

- [Nonfiction Summary Graphic Organizer](#)

<p align="center"><b><u>Supplemental Fiction Texts</u></b></p>	<p align="center"><b><u>Supplemental Nonfiction Texts</u></b></p>	<p align="center"><b><u>Supplemental Media, Music, Art, and other Resources</u></b></p>
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**Academic Vocabulary/Grammar**

“cent-”● meaning *hundred* ●Latin Origin ●centimeter, century, centenary, percentile, centennial  
“opt-”● meaning *eye* ●Greek Origin ● optic, optical, optometry, optometrist, optician

“pon-” • meaning *word put* • Latin Origin • position, component, composition, postpone

“semi-” • meaning *half* • Latin Origin • semicircle, semicircular, semisphere, semicolon, semibold, semiconductor

**Data Analysis**

**Celebrations/Changes**



# Cycle 5

Nov 1- Nov 28

## **General Description of the Unit**

Through guided research and exploration, students will describe decomposers and construct food webs to describe how matter cycles and energy moves through this ecosystem.

### **Procedures and Etiquette**

**E Learning** *Nov 8th*

### **Priority Standards**

- **5.RN.2.3:** 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.
- **5.RV.3.2:** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.

### **Reading Expectations**

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

### **Writing Focus**

- 5.W.3.2: Write informative compositions on a variety of topics that -
  - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
  - Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.
  - Connect ideas within and across categories using transition words (e.g. therefore, in addition).
  - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
  - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and

### **Supporting Standards**

- **5.RN.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RN.4.2:** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

### **Writing Expectations**

- Write for a sustained 25 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<p>to support a tone and formality appropriate to the topic and audience.</p> <ul style="list-style-type: none"> <li>- Provide a concluding statement or section related to the information or explanation presented</li> <li>● 5.W.4: Apply the writing process to – <ul style="list-style-type: none"> <li>- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</li> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul> </li> </ul>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Readers and writers rely on a variety of sources to obtain information.</li> <li>● New information may result in a new idea or change your opinion of a topic.</li> <li>● Informative writings convey ideas and information with a specific purpose, structure, and audience in mind.</li> <li>● Reliable sources are essential to developing your ideas, facts, and details.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What strategy will help you when you encounter an unknown word?</li> </ul> <p>ARC specific questions:</p> <ul style="list-style-type: none"> <li>● How would you summarize the connection between the producer, consumer, and decomposers in the ecosystem?</li> <li>● How does energy transfer from the sun to an apex predator?</li> <li>● Describe how matter cycles and energy moves through the ecosystem. What details support your description?</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>5.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● I can explain how historical events are connected in a nonfiction text.</li> <li>● I can explain how scientific ideas are connected in a nonfiction text.</li> </ul>	<p><b><u>Related Concepts</u></b>  <b>5.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can explain what a text says explicitly using quotes from the text.</li> <li>● I can use make inferences from a text by using quotes from the text.</li> </ul> <p><b>5.RN.4.2</b></p> <ul style="list-style-type: none"> <li>● I can combine information from multiple texts and digital sources.</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>5.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● event</li> <li>● nonfiction text</li> </ul> <p><b>5.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● context clue</li> </ul> <p><b>5.W.3.2</b></p> <ul style="list-style-type: none"> <li>● audience</li> <li>● category</li> </ul>

<ul style="list-style-type: none"><li>● I can explain how steps in a process or procedure are connected in a nonfiction text.</li><li>● I can use information from the text to explain relationships between events or ideas.</li></ul> <p><b>5.RV.3.2</b></p> <ul style="list-style-type: none"><li>● I can determine the meanings of words and phrases in a nonfiction text.</li></ul> <p><b>5.W.3.2</b></p> <ul style="list-style-type: none"><li>● I can write informative compositions on a variety of topics.</li><li>● I can write an introduction.</li><li>● I can organize sentences and paragraphs logically.</li><li>● I can include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</li><li>● I can connect ideas using transition words.</li><li>● I can include text features and multimedia when useful.</li><li>● I can use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone.</li><li>● I can use appropriate language, vocabulary, and sentence variety for my topic and audience.</li><li>● I can write a conclusion.</li></ul>	<ul style="list-style-type: none"><li>● I can demonstrate my knowledge about a subject by including information from several texts and digital sources.</li></ul>	<ul style="list-style-type: none"><li>● conclusion</li><li>● informative composition</li><li>● introduction</li><li>● presentation</li><li>● quotation</li><li>● text feature</li><li>● topic</li><li>● tone</li><li>● transitional word</li></ul> <p><b>5.RN.2.1</b></p> <ul style="list-style-type: none"><li>● explicit</li><li>● inference</li><li>● main idea</li><li>● quote</li><li>● text</li></ul> <p><b>5.RN.4.2</b></p> <ul style="list-style-type: none"><li>● digital source</li><li>● nonfiction text</li><li>● subject</li><li>● topic</li></ul>
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**Resources**

**ARC Resources**

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**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Reflection**

**Data Analysis**

**Celebrations/Changes**

# Cycle 6

Nov 29 - Dec 16

## General Description of the Unit

Through guided research and exploration, students will describe how the earth's major systems are represented in this ecosystem. In addition, students will identify and describe threats to the health and stability to this ecosystem plus provide what might done to protect it.

## Procedures and Etiquette

E Learning *n/a*

## Priority Standards

- **5.RN.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

## Reading Expectations

- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **5.RN.2.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **5.SL.2.2:** Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
- **5.SL.2.3:** Establish and follow agreed-upon rules for discussion.

## Writing Focus

- **5.W.3.2:** Write informative compositions on a variety of topics that -
  - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
  - Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.
  - Connect ideas within and across categories using transition words (e.g. therefore, in addition).
  - Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
  - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
  - Provide a concluding statement or section related to the information or explanation presented

## Writing Expectations

- Write for a sustained 25 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<ul style="list-style-type: none"> <li>● 5.W.4: Apply the writing process to – <ul style="list-style-type: none"> <li>- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</li> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul> </li> </ul>	
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<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <i>Benchmark Writing - Constructed Response (This will occur at the opposite time of NWEA Diagnostic.)</i></p>
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<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Good readers know to use quotes from a text to support their interpretation.</li> <li>● Informative writings convey ideas and information with a specific purpose, structure, and audience in mind.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do you decide which quotes will best support your purpose/audience?</li> <li>● How does your audience impact the choices you make as a writer?</li> <li>● What steps will you take to improve your draft?</li> <li>● What elements will you include in your presentation?</li> <li>● How will you organize your presentation?</li> <li>● How will you cite your sources in your presentation?</li> </ul> <p>ARC specific questions</p> <ul style="list-style-type: none"> <li>● What are the threats to the stability of this ecosystem and what might be done to protect it?</li> <li>● What are your WOW facts?</li> </ul>
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<p><b><u>Key Concepts</u></b></p> <p><b>5.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can explain what a text says explicitly using quotes from the text.</li> <li>● I can use make inferences from a text by using quotes from the text.</li> </ul> <p><b>5.W.3.2</b></p>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● I can identify the main ideas of a nonfiction text.</li> <li>● I can explain how key details support the main ideas in a nonfiction text.</li> <li>● I can summarize a nonfiction text using main ideas and key details.</li> </ul> <p><b>5.SL.2.2</b></p>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● explicit</li> <li>● inference</li> <li>● main idea</li> <li>● quote</li> <li>● text</li> </ul> <p><b>5.W.3.2</b></p> <ul style="list-style-type: none"> <li>● audience</li> </ul>
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<ul style="list-style-type: none"> <li>● I can write informative compositions on a variety of topics.</li> <li>● I can write an introduction.</li> <li>● I can organize sentences and paragraphs logically.</li> <li>● I can include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</li> <li>● I can connect ideas using transition words.</li> <li>● I can include text features and multimedia when useful.</li> <li>● I can use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone.</li> <li>● I can use appropriate language, vocabulary, and sentence variety for my topic and audience.</li> <li>● I can write a conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>● I can reflect on and contribute to ideas being discussed by using evidence from a text or resource.</li> </ul> <p><b>5.SL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can help establish and demonstrate agreed-upon rules for discussions.</li> <li>● I can carry out assigned roles in a discussion.</li> <li>● I can come to a discussion prepared to share my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● category</li> <li>● conclusion</li> <li>● informative composition</li> <li>● introduction</li> <li>● presentation</li> <li>● quotation</li> <li>● text feature</li> <li>● topic</li> <li>● tone</li> <li>● transitional word</li> </ul> <p><b>5.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● determine</li> <li>● key detail</li> <li>● main idea</li> <li>● nonfiction text</li> <li>● summarize</li> <li>● text</li> </ul> <p><b>5.SL.2.2</b></p> <ul style="list-style-type: none"> <li>● discussion</li> <li>● resource</li> </ul> <p><b>5.SL.2.3</b></p> <ul style="list-style-type: none"> <li>● discussion</li> <li>● establish</li> </ul>
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**Resources**

**ARC Resources**

<ul style="list-style-type: none"> <li>● <b><u>Supplemental Fiction Texts</u></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Supplemental Nonfiction Texts</u></b></li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Supplemental Media, Music, Art, and other Resources</u></b></li> </ul>
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**Reflection**

**Data Analysis**

**Celebrations/Changes**



**Grade 5**  
**Google drive**  
**Unit 3**

<b>Cycles of Learning</b> <i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>5.W.3.3 &amp; 5.W.4</b> Jan. 4- Mar. 4 (42 days)	<a href="#"><u>Cycle 7</u></a>	Jan. 3 - Jan. 23 (14 days)	5.RL.2.2	5.RL.2.1 5.RL.4.1 5.RV.2.1
	<a href="#"><u>Cycle 8</u></a>	Jan. 24- Feb. 10 ( 14 days)	5.RL.2.3	5.RL.2.1 5.RL.3.2
	<a href="#"><u>Cycle 9</u></a>	Feb. 13- March 3 (14 days)	5.RL.4.2	5.RL.2.1 5.RL.3.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 7

## **General Description of the Unit**

In this Unit students will utilize skills gained from Literacy Lab and from the previously completed Research lab to build upon thematic inquiry into literary genre. As the students dive into Sports Fiction, students will continue to embody an inquiry community as they read, write, question, debate and create knowledge together.

Sports Fiction- Tie into other subjects and basketball season.

Explore terminology i.e. top of the key

## **Priority Standards**

- **5.RL.2.2:** Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

## **Reading Expectations**

- Read for a sustained 30 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.4.1:** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- **5.RV.2.1:** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

## **Writing Focus**

- **5.W.3.3:** Write narrative compositions in a variety of forms that –
  - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
  - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
  - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use precise and expressive vocabulary and figurative language for effect.
  - Provide an ending that follows from the narrated experiences or events.
- **5.W.4:** Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas,

## **Writing Expectations**

- Write for a sustained 30 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<p>organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <ul style="list-style-type: none"> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <i>Benchmark Writing - Constructed Response (This will occur at the opposite time of iReady Diagnostic.)</i></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● A story’s theme often illustrates a universal truth about life.</li> <li>● Good readers use details from the text to support their inferences.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What’s the story’s theme? How do you know?</li> <li>● How does the theme of the story relate to real life?</li> <li>● What can you infer about the author based on the story’s theme?</li> <li>● How do you determine which information is important enough to include in a summary?</li> <li>● What is the gist of the story?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>5.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the theme of a story, play, or poem by using evidence from the text.</li> <li>● I can explain how a character’s response to challenges in a text impacts the theme.</li> <li>● I can explain how a speaker's reflection in a poem can impact the topic.</li> <li>● I can summarize a story, play, or poem in my own words.</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● I can write narrative compositions in a variety of forms.</li> <li>● I can develop the exposition of my story.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can accurately quote what a text says explicitly.</li> <li>● I can accurately quote a text to support my inferences.</li> </ul> <p><b>5.RL.4.1</b></p> <ul style="list-style-type: none"> <li>● I can analyze how visual and multimedia presentations provide meaning of a text.</li> </ul> <p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● I can use context clues to determine the meaning of unknown words.</li> <li>● -I can use text features to determine the meaning of unknown words.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● determine</li> <li>● play</li> <li>● poem</li> <li>● speaker</li> <li>● summarize</li> <li>● theme</li> <li>● text</li> <li>● topic</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● climax</li> <li>● conflict</li> <li>● effect</li> <li>● figurative language</li> <li>● dialogue</li> <li>● exposition</li> <li>● narrator</li> <li>● narrative</li> <li>● pace</li> </ul>

<ul style="list-style-type: none"> <li>• I can develop an event sequence that connects ideas and events using transitions in my story.</li> <li>• I can use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters.</li> <li>• I can effectively use expressive vocabulary and figurative language in my story.</li> <li>• I can write an ending for my story.</li> </ul>		<ul style="list-style-type: none"> <li>• resolution</li> <li>• sequence</li> <li>• vocabulary</li> </ul> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>• explicit</li> <li>• inference</li> <li>• text</li> <li>• quote</li> </ul> <p><b>5.RL.4.1</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• multimedia</li> <li>• presentation</li> <li>• representation</li> <li>• text</li> </ul> <p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>• context clue</li> <li>• determine</li> <li>• text feature</li> </ul>
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**Resources**

**ARC Resources**

<ul style="list-style-type: none"> <li>• <b><u>Supplemental Fiction Texts</u></b></li> </ul>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b> Video clips to demonstrate sport concepts.
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**Reflection**

<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>
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# Cycle 8

## **General Description of the Unit**

In this unit, students will dive head-first into the exciting genre of sports literature. Choosing from a broad range of high-quality titles in the sports fiction genre, students will meet rich characters— competitors, coaches, fans—who live the drama of their favorite sports. They will examine how authors create full human characters and describe actions and emotions.

## **Priority Standards**

- **5.RL.2.3:** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

## **Reading Expectations**

- Read for a sustained 35 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.3.2:** Describe how a narrator’s or speaker’s point of view influences how events are portrayed.

## **Writing Focus**

- **5.W.3.3:** Write narrative compositions in a variety of forms that –
  - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
  - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
  - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use precise and expressive vocabulary and figurative language for effect.
  - Provide an ending that follows from the narrated experiences or events.
- **5.W.4:** Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and

## **Writing Expectations**

- Write for a sustained 35 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<p>genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <ul style="list-style-type: none"> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul>		
<p><b>Proficiency Scales</b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b>Assessments</b></p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Authors make intentional choices when designing elements of a story to convey specific messages.</li> <li>● Analyzing characters can help a reader understand a story’s theme.</li> <li>● A story’s narrator can impact a reader’s interpretation of events.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Does the character change over the course of the story? <ul style="list-style-type: none"> <li>○ In what way(s) do they change?</li> </ul> </li> <li>● How does the setting impact the plot?</li> <li>● What are the main events and how do they impact the plot?</li> <li>● How do the main characters impact the plot?</li> <li>● How does the narrator’s point of view impact your interpretation?</li> </ul>	
<p><b>Key Concepts</b></p> <p><b>5.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can describe characters, settings, or events in a story or play using specific details from a text.</li> <li>● I can describe how the characters, events, and settings affect the plot.</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● I can write narrative compositions in a variety of forms.</li> <li>● I can develop the exposition of my story.</li> <li>● I can develop an event sequence that connects ideas and events using transitions in my story.</li> </ul>	<p><b>Related Concepts</b></p> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can accurately quote what a text says explicitly.</li> <li>● I can accurately quote a text to support my inferences.</li> </ul> <p><b>5.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● I can describe how the narrator’s or speaker’s point of view affects how events are described.</li> </ul>	<p><b>Vocabulary</b></p> <p><b>5.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● plot</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● climax</li> <li>● conflict</li> <li>● effect</li> <li>● figurative language</li> <li>● dialogue</li> <li>● exposition</li> <li>● narrator</li> <li>● narrative</li> <li>● pace</li> <li>● resolution</li> <li>● sequence</li> <li>● vocabulary</li> </ul> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● explicit</li> </ul>

<ul style="list-style-type: none"> <li>● I can use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters.</li> <li>● I can effectively use expressive vocabulary and figurative language in my story.</li> <li>● I can write an ending for my story.</li> </ul>		<ul style="list-style-type: none"> <li>● inference</li> <li>● text</li> <li>● quote</li> </ul> <p><b>5.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● plot</li> </ul>
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**Resources**

**ARC Resources**

<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
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**Reflection**

<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>
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# Cycle 9

## General Description of the Unit

They will learn how writers explore the theme topics of self versus group, fair play, and character education and express that learning through a comparative textual analysis essay. The big focus here is the culminating writing product.

## Priority Standards

- **5.RL.4.2:** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

## Reading Expectations

- Read for a sustained 40 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.3.1:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

## Writing Focus

- **5.W.3.3:** Write narrative compositions in a variety of forms that –
  - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
  - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
  - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  - Use precise and expressive vocabulary and figurative language for effect.
  - Provide an ending that follows from the narrated experiences or events.
- **5.W.4:** Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate

## Writing Expectations

- Write for a sustained 40 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.2 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)



<p>reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p> <ul style="list-style-type: none"> <li>- Use technology to interact and collaborate with others to publish legible documents.</li> </ul>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Comparing and contrasting stories helps a reader understand them more deeply.</li> <li>● Each part of a text has a purpose that contributes to the text’s overall meaning.</li> <li>● Reading narratives can help a writer improve their own stories.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How are the themes of these stories similar? How are they different?</li> <li>● How can I use a rubric to improve my writing?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>5.RL.4.2</b></p> <ul style="list-style-type: none"> <li>● I can compare and contrast the themes and topics of stories from the same genre.</li> <li>● I can compare and contrast stories that have similar themes or topics.</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● I can write narrative compositions in a variety of forms.</li> <li>● I can develop the exposition of my story.</li> <li>● I can develop an event sequence that connects ideas and events using transitions in my story.</li> <li>● I can use narrative techniques such as dialogue, description,</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can accurately quote what a text says explicitly.</li> <li>● I can accurately quote a text to support my inferences.</li> </ul> <p><b>5.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● I can explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RL.4.2</b></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● contrast</li> <li>● genre</li> <li>● theme</li> <li>● topic</li> </ul> <p><b>5.W.3.3</b></p> <ul style="list-style-type: none"> <li>● climax</li> <li>● conflict</li> <li>● effect</li> <li>● figurative language</li> <li>● dialogue</li> <li>● exposition</li> <li>● narrator</li> <li>● narrative</li> <li>● pace</li> <li>● resolution</li> <li>● sequence</li> <li>● vocabulary</li> </ul>

<p>and pacing to develop experiences, events, and characters.</p> <ul style="list-style-type: none"> <li>● I can effectively use expressive vocabulary and figurative language in my story.</li> <li>● I can write an ending for my story.</li> </ul>		<p><b>5.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● explicit</li> <li>● inference</li> <li>● text</li> <li>● quote</li> </ul> <p><b>5.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● dialogue</li> <li>● scene</li> <li>● series</li> <li>● stanza</li> <li>● text structure</li> </ul>
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**Resources**

**ARC Resources**

<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
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**Reflection**

<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>
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**Grade 5**  
**Unit 4**

<b>Cycles of Learning</b>				
<i>At a glance</i>				
Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>5.W.3.1 &amp; 5.W.4</b> 53 Days Total  Mar. 6- Apr. 14 (25 Days)  April 19- May28 (28 days)	<b><u>Cycle 10</u></b>	March 6 -April 5 (18 days)	5.RN.4.1	5.RN.3.2 5.RN.3.3 5.RV.2.1
	<b><u>Cycle 11</u></b>	April 6 - May 2 (18 days)	Differentiated assessment preparation	
	<b><u>Cycle 12</u></b>	May 3- May 25 (17 days)  April 17- May 12 ILEARN	Projects, presentations, ML, S&L standards, transition to next grade level standards.  IREADY, IRLA	
<b>*Units are allotted using instructional days, not quarters. Unit 4, which includes ILEARN, will begin during quarter 3.</b> <b>*150 teaching days + 30 review days = 180 Total</b>				

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

# Cycle 10

## **General Description of the Unit**

In this unit, students research this era, they will learn about the differences between democracy and monarchy, as well as the history of the United States government. They will read about the diverse peoples who came from many countries to live in the “New World,” setting up the social, economic, and political conflicts that still characterize our society today.

## **Priority Standards**

- **5.RN.4.1:** Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

## **Reading Expectations**

- Read for a sustained 45 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

- **5.RN.3.2:** Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- **5.RN.3.3:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
- **5.RV.2.1:** Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

## **Writing Focus**

- **5.W.3.1:** Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented
- **5.W.4:** Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.

## **Writing Expectations**

- Write for a sustained 45 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.1 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>		<p><b><u>Assessments</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>Connecting details with the claims they support is an important part of analyzing nonfiction texts.</li> <li>All claims are supported with evidence, but it is a reader's job to evaluate the quality of that evidence.</li> <li>Writers should include facts and details to support their claims.</li> </ul>		<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>What details support the author's claim?</li> <li>Who was the most influential person during the American Revolution?</li> <li>Who was better off before the American Revolution? What evidence supports your thinking?</li> <li>Who was better off after the American Revolution? What evidence supports your thinking?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>5.RN.4.1</b></p> <ul style="list-style-type: none"> <li>I can explain how an author uses reasons and evidence to support a claim.</li> <li>I can explain how the reasons and evidence support the particular points in the text.</li> <li>I can identify which reasons and evidence support each claim.</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>I can write persuasive compositions in a variety of forms.</li> <li>I can clearly present a position in an introductory statement to an identified audience.</li> <li>I can support the position with qualitative and quantitative facts and details from various sources including texts.</li> <li>I can use an organizational structure to group related ideas that support the purpose, including an introduction, body,</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>5.RN.3.2</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast how events, ideas, concepts, or information are organized within texts.</li> <li>I can compare and contrast organizational structures of events, ideas, concepts, or information in multiple texts.</li> </ul> <p><b>5.RN.3.3</b></p> <ul style="list-style-type: none"> <li>I can analyze multiple accounts of the same event or topic.</li> <li>I can compare and contrast different perspectives from multiple accounts of the same event or topic.</li> </ul> <p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>I can use context clues to determine the meaning of unknown words.</li> <li>I can use text features to determine the meaning of unknown words.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>5.RN.4.1</b></p> <ul style="list-style-type: none"> <li>claim</li> <li>evidence</li> <li>nonfiction text</li> </ul> <p><b>5.W.3.1</b></p> <ul style="list-style-type: none"> <li>audience</li> <li>clause</li> <li>conclusion</li> <li>introduction</li> <li>persuasion</li> <li>purpose</li> <li>qualitative</li> <li>quantitative</li> <li>source</li> </ul> <p><b>5.RN.3.2</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> <li>organizational structure</li> <li>text</li> </ul> <p><b>5.RN.3.3</b></p> <ul style="list-style-type: none"> <li>account</li> <li>analyze</li> <li>perspective</li> <li>represent</li> </ul>	

<p>and conclusion. I can use language appropriate for the identified audience.</p> <ul style="list-style-type: none"> <li>● I can connect reasons to the position using words, phrases, and clauses.</li> <li>● I can write a conclusion.</li> </ul>		<p><b>5.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● context clue</li> <li>● determine</li> <li>● text feature</li> </ul>
<b>Resources</b>		
<b>ARC Resources</b>		
<ul style="list-style-type: none"> <li>●</li> </ul>	<b>ARC Resources</b>	
<b><u>Supplemental Fiction Texts</u></b>	<p style="text-align: center;"><b><u>Supplemental Nonfiction Texts</u></b></p> <p><a href="#">Tensions and War Between Native Americans</a>  <a href="#">Lincoln and the 13th Ammendment to End Slavery</a>  <a href="#">Early American History</a></p>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

# Cycle 11

## **General Description of the Unit**

In this unit, students research this era, they will learn about the differences between democracy and monarchy, as well as the history of the United States government. They will read about the diverse peoples who came from many countries to live in the “New World,” setting up the social, economic, and political conflicts that still characterize our society today.

## **Priority Standards**

- Based on data, identify priority standards to reemphasize
- Choose up to 3.

## **Reading Expectations**

- Read for a sustained 45 minutes
- Students will use close reading strategies for deeper comprehension.

## **Supporting Standards**

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## **Writing Focus**

- 5.W.3.1: Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented
- 5.W.4: Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas,

## **Writing Expectations**

- Write for a sustained 45 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.1 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

<p>organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p>		
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Fifth Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What details support the author’s claim?</li> <li>● Who was the most influential person during the American Revolution?</li> <li>● Who was better off before the American Revolution? What evidence supports your thinking?</li> <li>● Who was better off after the American Revolution? What evidence supports your thinking?</li> </ul>	
<p><b><u>Key Concepts</u></b>  5.W.3.1</p> <ul style="list-style-type: none"> <li>● I can write persuasive compositions in a variety of forms.</li> <li>● I can clearly present a position in an introductory statement to an identified audience.</li> <li>● I can support the position with qualitative and quantitative facts and details from various sources including texts.</li> <li>● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. I can use language appropriate for the identified audience.</li> <li>● I can connect reasons to the position using words, phrases, and clauses.</li> <li>● I can write a conclusion.</li> </ul>	<p><b><u>Related Concepts</u></b></p>	<p><b><u>Vocabulary</u></b>  5.W.3.1</p> <ul style="list-style-type: none"> <li>● audience</li> <li>● clause</li> <li>● conclusion</li> <li>● introduction</li> <li>● persuasion</li> <li>● purpose</li> <li>● qualitative</li> <li>● quantitative</li> <li>● source</li> </ul>



<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
• <b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

# Cycle 12

## General Description of the Unit

In this unit, students research this era, they will learn about the differences between democracy and monarchy, as well as the history of the United States government. They will read about the diverse peoples who came from many countries to live in the “New World,” setting up the social, economic, and political conflicts that still characterize our society today. Students will receive formal reading level check via IRLA

## Priority Standards

- Projects, presentations, ML, S&L standards, transition to next grade level
- IREADY, IRLA

## Reading Expectations

- Read for a sustained 45 minutes
- Students will use close reading strategies for deeper comprehension.

## Supporting Standards

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## Writing Focus

- 5.W.3.1: Write persuasive compositions in a variety of forms that –
  - Clearly present a position in an introductory statement to an identified audience.
  - Support the position with qualitative and quantitative facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.
  - Use language appropriate for the identified audience.
  - Connect reasons to the position using words, phrases, and clauses.
  - Provide a concluding statement or section related to the position presented
- 5.W.4: Apply the writing process to –

## Writing Expectations

- Write for a sustained 45 minutes
- Sentences should be varied
- Students will write constructive responses after reading a text and use text evidence to support their responses, using the [RACE STRATEGY](#).
- Writing to answer a prompt should address all parts
- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use 5.W.3.1 rubric in the proficiency scale.)
- [5th Grade Writing Rubrics](#)

➤ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.

**Proficiency Scales**  
[Find the Fifth Grade Proficiency Scales here.](#)

**Assessments**  
*Benchmark Writing - Constructed Response (This will occur at the opposite time of iReady Diagnostic.)*

**Enduring Understandings**

- Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas.

**Essential Questions**

- 

**Key Concepts**  
 5.W.3.1

- I can write persuasive compositions in a variety of forms.
- I can clearly present a position in an introductory statement to an identified audience.
- I can support the position with qualitative and quantitative facts and details from various sources including texts.
- I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. I can use language appropriate for the identified audience.
- I can connect reasons to the position using words, phrases, and clauses.
- I can write a conclusion.

**Related Concepts**

- 

**Vocabulary**  
 5.W.3.1

- audience
- clause
- conclusion
- introduction
- persuasion
- purpose
- qualitative
- quantitative
- source

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<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	