

## READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

## Unit 2 Lesson 10

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RI1</b> Quote accurately from a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p><b>5RI5</b> Compare &amp; contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>COMPREHENSION/FLUENCY</b>  <b>Skill:</b> Main Ideas &amp; Details  <b>Strategy:</b> Monitor/Clarify  <b>Genre:</b> Informational Text/Poetry  <b>Fluency:</b> Stress</p>	<p><b>Anchor Lesson</b>  <b>Cougars (Informational)</b>  TE pp. T320-T337; SB pp. 292-313  Main Ideas &amp; Details LLG p. 204  Use SUW 1-20 3-Column Notes p. 30  TE p. 336, SB p. 308 Your Turn “Cougar Trivia”</p> <p><b>“Purr-fection” (Poetry)</b>  LLG p. 20A5, TE pp. T340-T343, SB pp. 310-313  Compare Texts- Text to Text TE p. T343, SB p. 313</p> <p><a href="#">Content Book Pass Exploration</a>—Provide narrative and informational text (trade books) on explorers.</p> <p>Use reading selections from this week’s social studies content to reinforce main ideas and details skill lesson.</p> <p><b>NOTE: TCI READING STRATEGY (PRESENTATION SLIDE 15: SKIM TEXT)</b></p>	<p><b>SUW</b>  E9-6 Extended Responses and Essay Questions Tool E9-6a (4<sup>th</sup> Edition)  1-37 Responses to Essay Questions (3<sup>rd</sup> Edition)</p> <p><b>SUW</b>  E9-1a Great Short Answers (3<sup>rd</sup> Edition)  10-10 Quick Sketch for Short Answers (3<sup>rd</sup> Edition)  *use as a lesson Prompt:  Explain two ways a cougar’s eyesight helps it survive. Use information from the text to support your answer.</p>

## SOCIAL STUDIES

## Unit 2 Lesson 10

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>Geography</b>  <b>G.8.5.2</b> Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations  <b>G.9.5.3</b> Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment  <b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war)</p>	<p><b>Age of Exploration: Discovering Various Explorers</b>  <b>Lesson: TCI 4 How and Why Europeans Came to the New World</b></p> <p><b>Essential Question:</b>  What did explorers take to and from the New World during the Age of Exploration?  <b>Supporting Questions:</b>  Why did Europeans come to the Americas?</p>	<p><b>TCI: Lesson 4 "How and Why Europeans Came to the New World"</b>  <a href="#">Presentation Guide</a>  <a href="#">Student Notebook</a>  <a href="#">Placards</a>  <a href="#">Student Handouts</a>  <b>Part 1:</b>  <b>BEFORE Reading:</b> Preview Activity Slides 3-7 Students imagine a trip and decide what tools will help them on their trip. Student Interactive Notebook pg. 23. Make connections between exploration in the 1400s and 1500s and exploration today. Introduce key social studies terms.  <b>DURING READING: TCI slides 8-18</b> Read and discuss each section in textbook as prompted in the slides. Use Student</p>	<p><b>ASSESSMENTS</b>  Reading Further (“Changes in Europe for Exploration” TCI Student pp. 60-63)  Use information from <i>Reading Further</i> to tell about what was happening in Europe during the late 1400s and 1500s. Explain how these events related to the exploration of the Americas.  <i>Student Interactive Notebook</i> p.26.</p>

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<p><b>History</b>  <b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820's using geographic representations of different scales  <b>H.12.5.3</b> Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)  <b>H.12.5.4</b> Evaluate short and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)  <b>Economics</b>  <b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources  <b>E.4.5.2</b> Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation)  <b>E.5.5.1</b> Examine ways a diverse labor force affected economies in early America  <b>E.7.5.2</b> Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)</p>	<p>What was the impact of European exploration in the Americas?</p>	<p>Text pp. 55-59 to complete the Social Studies Skills Builder <b>(Slides 8-18)</b>. Students will use the information from the reading and activity to categorize items found from the ship. "Motives for Exploration"—New Products from the Americas"—New Technology That Helped Exploration. <b>(NOTE: Reading Strategy (Slide 15 – Skim Text)</b> Focus on main ideas and details. Complete <i>Student Interactive Notebook</i> pp. 24-25.  <b>AFTER READING: TCI Slide 19</b> Have students provide an explanation of and justification for their categorization of items recovered from the ship.</p> <p><b>TCI Lesson 4 Part 2:</b>  <b>BEFORE Reading: Reading Further Selection</b> Slide 20 Discuss images on slides 20-21. Using images and pictures to think about how events in Europe might have affected the history of North America.</p> <p><b>DURING Reading:</b> Read the passage in student text pp. 60-63 9 (NOTE READING STRATEGY: PRESENTATION SLIDE 15 – SKIM TEXT) "Changes in Europe Spur Exploration" continue to discuss main idea and detail throughout passage. Slides 22-24</p> <p><b>AFTER Reading:</b> "Act it Out" activity Slide 22-24 and Student Interactive Notebook pg. 26. Write sentences using vocabulary to show what you learned and to tell about what happened in Europe during the late 1400s and the 1500s. Explain how these events related to exploration of the Americas. <b>This activity can turn into an informative essay.</b></p>	<p>Journal: Imagine that you are one of the explorers you are studying. Write a journal entry describing some effects of your exploration. Explorer's Log – TCI---Slide 27 Processing (See assignment)</p>
<b>WORD STUDY</b>			

Unit 2 Lesson 10			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5L4a</b> Use context (e.g., cause/effect relationships &amp; comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Shades of Meaning</p> <p><b>ACADEMIC:</b> main idea, supporting details, scientific ideas, domain-specific words, text structure, synonym, context, thesaurus</p> <p><b>SOCIAL STUDIES:</b> Age of Exploration, the Americas, archaeologist, astrolabe, cash crop, explorer, New World</p> <p><b>TARGETED CATEGORIES:</b> Teacher determined</p>	<p>Vocabulary Strategies TE pp. T344-T345, T378-T379 Projectable 10.3</p> <p>Vocabulary in Context TE pp. T318-T319, SB pp. 290-291 Intro. Target Vocabulary/Word Associations LLG p. 134 Analogies, LLG p. 135 Four Square Map, LLG p. 135</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW 4<sup>th</sup> edition, Section 3 "Practicing &amp; Expanding Vocabulary".</p> <p>Social Studies vocab. should be used in context in SS assessments.</p> <p>TCI Slides 25-26 Vocab. Check</p>
<p><b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>5RF3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Final Schwa + /r/ Sounds: cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</p>	<p>Weekly Plan TE pp. T350-T351 Decoding: Recognizing Schwa + /r/ Sounds TE p. T349 LLG pp. 74-75 Reader's Notebook pp. 112-114 (use as needed)</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
WRITING WORKSHOP			
Unit 2 Lesson 10			
<p><b>GRAMMAR</b></p> <p><b>5L2d</b> Use underlining, quotation marks, or italics to indicate titles of works</p>	<p><b>SKILL</b></p> <p>Direct Quotations</p>	<p>Weekly Plan TE pp. T352-T353, SB pp. 314-315 Projectables 10.4-10.6 Reader's Notebook pp. 115-119 (use as needed)</p>	<p>Use quotations correctly in writing prompt.</p>
<p><b>PROCESS WRITING</b></p> <p><b>5L3</b> Use knowledge of language &amp; its conventions when writing, speaking, reading or listening.</p> <p><b>5L3a</b> Expand, combine, &amp; reduce sentences for meaning, reader/listener interest, &amp; style</p>	<p><b>WRITING TYPE</b></p> <p>Sentences</p>	<p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>3<sup>rd</sup> Edition</b> 3-11 Sentence Variety Introduction/Overview: #1-5 Tool 3-11a &amp; 3-11b Teach/Practice:</p> <ul style="list-style-type: none"> <li>Where or When Plus What's happening Sentences</li> <li>Occasion/Position Statements pp. 109-110</li> <li>But, So, &amp; Or Sentences p. 109</li> </ul> <p><b>4<sup>th</sup> Edition</b></p>	<p><b>Social Studies Prompt:</b> Complete Student Interactive Notebook pp. 24-25.</p> <p>Students write sentences about each object that an explorer might use on a journey and why each was important. TCI Slide 14—and Reading Notes</p>

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## READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

## Unit 4 Lesson 16

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RL6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>5RI7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Author's Purpose</p> <p><b>Strategy:</b> Text &amp; Graphic Features/Monitor &amp; Clarify</p> <p><b>Genre:</b> Realistic Fiction &amp; Informational Text</p> <p><b>Fluency:</b> Rate</p>	<p><b>Anchor Lesson</b></p> <p><b>Lunch Money (Realistic Fiction)</b></p> <p>TE pp. T16-T33; SB pp. 480-497</p> <p>LLG: pg. 216 Author's Purpose</p> <p>Projectable 16.2</p> <p>Performance Task TE p. T33, SB p.497</p> <p><b>Zap! Pow! A History of Comics (Informational)</b></p> <p>TE pp. T36-T39; SB p. 498-501</p> <p>LLG p. 217 Text &amp; Graphic Features</p> <p>TE p. T39, SB p. 501 Making Connections, Text to Text</p> <p>Fluency: TE pp. T25, T37, T44</p> <p><b>Weekly Literacy Correlated Lesson Plan:</b></p> <p>EXT Journey's Teacher Support Booklet pp. C4, C5 "Compare and Contrast Points of View" (Use Social Studies to teach instead of Journey's Story)</p> <p>Have students to explain details they noticed in the text they read about explorers that helped them figure out the author's purpose and view point. Read Encounter by Jane Yolen and ask them to determine the author's purpose and viewpoint. This book will be used in more detail in next week's lesson.</p> <p>Students will use text and graphic features as they collect information on an explorer. They will also be presenting their explorer to their classmates. SUW Speaking and Listening</p>	
<b>SOCIAL STUDIES</b>			

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Unit 4 Lesson 16			
<p><b>Geography</b>  G.1.5.4 Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean  G.1.5.7 Recognize the various types of maps used by geographers  G.2.5.3 Recognize examples of Cultural diffusion, cultural exchange, and assimilation  G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)</p> <p><b>History</b>  H.6.5.3 Identify the contributions of significant individuals and explorers during the period of early exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto)  H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain &amp; France  H.6.5.9 Describe the impact that European explorers had on the American Indian Tribes  H.6.5.12 Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)  H.6.5.22 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas  Columbian Exchange</p>	<p><b>FOCUS</b>  <b>Early Explorations</b>  <b>Unit: Exploration</b></p> <p><b>Essential Questions:</b>  How did exploration of the America's lead to settlement?</p> <p><b>Supporting Questions:</b>  What were the motivations of the early explorers?  What was the impact of early exploration?</p> <p>How might the American Indians and the explorers view the arrival of the Europeans differently?</p>	<p><b>ADDITIONAL CONTENT LESSONS</b>  <b>TCI Lesson 5: Routes of Exploration to the New World</b>  <a href="#">Presentation Guide</a>  <b>BEFORE READING: TCI Preview Slides 6-10</b>  Students discuss life situations in which people have different views of a single experience. Discuss how the experiences of American Indians and European explorers in the Age of Exploration may have been viewed differently.</p> <p><b>DURING READING: TCI Slides 10-28</b> In a <i>Social Studies Skill Builder</i>, students use an illustrated matrix to organize information about each explorer (background, sponsor, motives, dates, route, and impact) as their read about them. Fill in a class chart as students read and discover information about each explorer. Students will fill in a matrix in their <i>Student Interactive Notebooks</i> p.30-33. Model the process using Columbus. Have students work in groups of 2-3 and assign them an explorer to add to the group chart. Have them present their findings to the class. This will take more than one day.</p> <p><b>AFTER READING: TCI Slides 24-27</b> Analyzing Information- Use information gathered to play Explorers Game. What ways are 8 explorers similar? In what ways are 8 explorers different? Which of the explorers do you think had the greatest impact on history? Why?  <b>Slide 28</b>-Analyzing Information-Reading Strategy: Asking Questions. Read sections 1-8 of student text. For each section, write a question you would like to ask the explorer.</p> <p><b>Additional Matrix for Recording Information on Explorers</b>  <a href="#">Age of Exploration Research Chart Lesson</a> (Use impact on chart to discuss effects of exploration by each explorer)  <a href="#">Student Explorer Chart</a>  <a href="#">Group Explorer Chart</a> (Model using group chart)</p>	<p><b>ASSESSMENTS</b>  <b>TCI Processing Activity:</b>  Slides 34-35 Use what you have learned about the explorers in this lesson and think about how their actions caused changes in the history of North America. Student Interactive Notebook p.35-36.</p> <p>Using what you have learned from this unit, choose one encounter between an explorer and the native people to write a narrative about this encounter.</p> <p><a href="#">Timeline (Timeline Lesson)</a>  <a href="#">Map of the Journey</a>  <a href="#">Student Explorer Chart</a>  (Discuss Impact of each explorer and relate this to the effects of exploration)  Writing Assessments:</p>
WORD STUDY			
Unit 4 Lesson 16			

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5L4a</b> Use context (e.g., cause/effect relationships &amp; comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Word Origins</p> <p><b>ACADEMIC:</b> authors purpose, voice, visual elements, hyperbole</p> <p><b>SOCIAL STUDIES:</b> colony, conquistador, contagious disease, East Indies, Northwest Passage</p> <p><b>TARGETED CATEGORIES:</b> Teacher determined</p>	<p>Vocabulary Strategies TE pp. T40-41</p> <p>Projectable 16.3</p> <p>Vocabulary in Context pp. T14-T15, SB pp. 478-479</p> <p>Multiple Meaning Words, LLG p. 146</p> <p>Clipped Words, LLG p. 147</p> <p>Four Square Map, LLG p. 147</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW Vocab. Section.</p> <p>Social Studies vocabulary should be used in context within SS assessments.</p> <p>TCI Slides 25-26 Vocab. Check</p>
<p><b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>RF3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Words with –ed or –ing scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</p>	<p>LLG pp. 86-87</p> <p>Weekly Plan TE pp. T46-T47</p> <p>Decoding: Word Parts and Inflectional Endings TE p. T45</p> <p>Reader's Notebook pp. 220-222 (use as needed)</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
<b>WRITING WORKSHOP</b>			

Unit 4 Lesson 16			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<b>GRAMMAR</b> <b>L3a</b> Expand, combine, & reduce sentences for meaning, reader/listener interest & style.	<b>SKILL</b> Adjectives	Weekly Plan TE pp. T48-T50, Projectable 16.4-16.6 SB pp. 502-503 Reader's Notebook pp. 223-227 (use as needed) SUW Using Adjectives E2-22, Tool E2-22a, E2-22b pp. 142-143 (4 <sup>th</sup> Edition)	Application of correct adjectives will be monitored using the SS prompt and scoring guide.
<b>PROCESS WRITING</b> <b>5W2</b> Write informative/explanatory texts to examine a topic & convey ideas & information clearly <b>5W2a</b> Introduce a topic clearly, provide a general observation & focus, & group related information logically. <b>5W2b</b> Develop topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. <b>5W2e</b> Provide a concluding statement or section related to the information or explanation presented.	<b>WRITING TYPE</b> Informational, Essay	<b>SUW LESSONS &amp; TOOLS</b>  <b>4<sup>th</sup> Edition</b>  <b>3<sup>rd</sup> Edition</b> 5-1 of Accordion Essays & Reports pp. 198-201a; Tools 5-1a, 5-1b, 5-1c 5-2 Writing Essays & Reports Step by Step p. 201-204; Tools 5-2a 5-3 Organizing & Writing, One Step at a Time p. 204-209; Tools 5-2a, 5-3a, 5-3b, & 5-3c	<b>Social Studies Prompt (over 2 weeks):</b> Students will choose one explorer and the information from their reading notes in Student Interactive Notebook p. 30-31 to write an informative essay about their explorations and impact.

## READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

## Unit 4 Lesson 17

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RI9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>5RI1</b> Quote accurately from a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p><b>5RL4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors &amp; similes.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Story Structure/Point of View</p> <p><b>Strategy:</b> Infer/Predict</p> <p><b>Genre:</b> Science Fiction &amp; Informational Text</p> <p><b>Fluency:</b> Intonation</p>	<p><b>Anchor Lesson</b></p> <p><b><u>LAFFF (Science Fiction)</u></b></p> <p>LLG: p. 218 Story Structure: Problem/Solution TE pp. T90-T111; SB p. 508-527 Projectable 17.1-17.2</p> <p>Use Encounters by Jane Yolen to complete Story Map (LLG p. 218) and to reinforce Understanding Characters (LLG p. 219)</p> <p><b><u>From Dreams to Reality (Informational Text)</u></b></p> <p>LLG: p. 219 Text Features TE pp. T114-T117; SB p. 530-533 Text-to-text TE p. T117, SB p. 533</p> <p><b>Fluency:</b> TE pp. T99, T115, T122</p> <p>Use content from TCI Lesson 5: Routes of Exploration of the New World, Encounters by Jane Yolen and other readings on Columbus and the Columbus exchange to reinforce reading and writing skills this week.</p> <p>Discuss characteristics of Historical Fiction. Examine the book “Encounter” by Jane Yolen to determine if it meets the requirements of a historical fiction.</p>	
SOCIAL STUDIES Unit 4 Lesson 17			
<p><b>STANDARDS</b></p> <p><b>Geography</b></p> <p><b>G.1.5.4</b> Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean</p> <p><b>G.1.5.7</b> Recognize the various types of maps used by geographers</p> <p><b>G.2.5.3</b> Recognize examples of Cultural</p>	<p><b>FOCUS</b></p> <p>The Columbian Exchange Columbus/Taino</p> <p><b>Unit: Colonization Chapter 4</b></p> <p><b>Essential Question:</b> What happens when cultures collide?</p>	<p><b>BEFORE READING:</b> Refer back to the Preview in Lesson 5 and remind students of the activity they did on how people see events from more than one perspective. Tell students that while you read, you want them to pay attention to clues in the story “Encounter” and excerpts from the journals of Columbus that reveal the perspective (ideas) that the Europeans and Natives have about the New World and their encounters with each other. Use the lesson plan Encounter with Christopher Columbus for additional ideas for discussing different</p>	<p><b>ASSESSMENT</b></p> <p><b>Graphic Organizer—</b> Positive/Negative consequences Columbian Exchange</p>

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<p>diffusion, cultural exchange, and assimilation</p> <p><b>G.3.5.1</b> Recognize factors that influence migration (e.g., employment, natural resources)</p> <p><b>History</b></p> <p><b>H.6.5.3</b> Identify the contributions of significant individuals and explorers during the period of early exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto)</p> <p><b>H.6.5.9</b> Describe the impact that European explorers had on the American Indian Tribes</p> <p><b>H.6.5.12</b> Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)</p> <p><b>H.6.5.22</b> Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas Columbian Exchange</p> <p><b>H.12.5.3</b> Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)</p> <p><b>H.12.5.4</b> Evaluate short and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p>	<p><b>Supporting Questions:</b></p> <p>How might the American Indians and the explorers view the arrival of the Europeans differently?</p> <p>What were the negative and positive consequences of the Columbian Exchange/Great Exchange?</p> <p>How would you describe the first encounter of Columbus and the native Taino people from both perspectives?</p>	<p>perspectives.</p> <p><b>NOTE:</b> Each teacher should have a copy of the book.</p> <p><b>DURING READING:</b> Use <a href="#">Columbus' journal entries</a> and the book <a href="#">Encounter</a> by Jane Yolen. Read aloud, stopping to talk about the observations and inferences students are making. Read together Columbus's journal entries that are related to the Natives. What are his thoughts/feelings?</p> <p><b>AFTER READING: For Discussion</b> - How does the story of Columbus "discovering" America change when it is told from a different point of view?</p> <p><a href="#">Written Conversation Lesson</a> - What Happens When Cultures Meet (Different Perspectives)</p> <p>What is the message and supporting details of this book? What are the thoughts and feelings of the Taino boy? Read the letter from the author. <a href="#">Encounter Questions</a></p> <p><a href="#">What Became of the Taino</a> (Teacher resource for background information)</p> <p><b>Social Studies Content Lesson: Negative &amp; Positive Consequences of the Columbian Exchange</b> (Social Studies Content Standard) Ask students "How does the story of Columbus "discovering" America change when it is told from a different point of view?"</p> <p>Use the following activities &amp; resources to collect information on positive &amp; negative consequences of Columbian Exchange</p> <p><a href="#">Columbian Exchange Fact Sheet</a></p> <p><a href="#">Content: The Mariners' Museum – Exploration Through the Ages</a></p> <p><a href="#">Your Lunch Then and Now</a> Activity</p> <p><a href="#">Document 5</a>: Diagram of the Columbian Exchange—Focus on Question # 2</p> <p><a href="#">Background Columbian Exchange</a> (Teacher Background)</p> <p><i>What were some of the positive and negative consequences of the Columbian Exchange for both the New World and the Old World? Create a graphic organizer to collect evidence. How will you differentiate between the Old World and New</i></p>	<p><a href="#">Poem of Two Voices</a>—</p> <p>Use to show impact of European exploration from two perspectives. (European and Native People)</p>
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		<p><i>World in your graphic organizer? i.e. Color code consequences for Old World (blue) and New World (red)</i></p> <p><i>Have students work in small groups to pose &amp; answer questions about the beneficial &amp; negative aspects of Columbian Exchange.</i></p> <p><a href="#">Great Exchange Animals Lesson</a></p> <p><a href="#">Larry's Pizza Activity (Identifying Old World/New World Pizza)</a></p> <p><i>Students will use <a href="#">Larry's Pizza menu</a> to identify ingredients of pizzas as either New World or Old World Pizza</i></p> <p><a href="#">Great Exchange Dinner Menu Lesson</a></p> <p><b>Additional Resources:</b> Use activities below to discuss some of the effects on early exploration. Time for Encounter DBQ can also be used to discuss cause and effect relationships.</p> <p><a href="#">Document 2:</a> Chart of Early Explorers (Main Reason for Claiming Territory states cause(s) for exploration. Have students identify effects as they read about explorers&gt; Complete chart.)</p> <p><a href="#">Document 3:</a> Excerpt from Report of Marcos de Niza—Focus on Question # 2</p> <p><a href="#">Creating a Map of an Explorer's Route Lesson</a></p> <p><a href="#">Map of the Journey</a></p> <p><a href="#">Timeline Lesson</a></p> <p><a href="#">Timeline Graphic Organizer</a></p> <p><a href="#">Brief Biographical Information Explorers</a></p>	
WORD STUDY Unit 4 Lesson 17			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5L4a</b> Use context (e.g., cause/effect relationships &amp; comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Using references</p> <p><b>ACADEMIC:</b> plot, resolution, story structure, adverb, intensity, frequency, vivid detail, dialogue</p> <p><b>SOCIAL STUDIES:</b> colony, conquistador, contagious, bias, disease, Columbian Exchange, Taino, encounter, perspective,</p> <p><b>TARGETED CATEGORIES:</b> Teacher determined</p>	<p>Vocabulary Strategies, Using Reference Sources TE pp. T118-T119, Projectable 17.3</p> <p>Vocabulary in Context TE pp. T88-T89, SB pp. 538-539</p> <p>Riddles, LLG p. 148</p> <p>Homophones, LLG p. 149</p> <p>Vocabulary Web, LLG p. 149</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding Vocabulary."</p> <p>Social Studies vocabulary should be used in context within SS assessments.</p>

<b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>RF3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>SPELLING/ENCODING</b> More Words with –ed or –ing: tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated	LLG pp. 88-89  Weekly Plan TE pp. T124-T125  Decoding: Recognizing Word Parts TE p. 123  Reader's Notebook pp. 232-234	Spelling Assessment: Refer to Section 3 of SUW.
<b>WRITING WORKSHOP</b> <b>Unit 4 Lesson 17</b>			
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
<b>GRAMMAR</b> Explain the function of conjunctions, prepositions, & interjections in general & their function in particular sentences	<b>SKILL</b> Adverbs	Weekly Plan TE pp. T126-T129, SB pp. 534-535 Projectable 17.4-17.6 SUW E2-23, Tools E2-23a, E2-23b p. 144-145 (4 <sup>th</sup> Edition)	
<b>PROCESS WRITING</b> <b>5W2</b> Write informative/explanatory texts to examine a topic & convey ideas and information clearly a. Introduce a topic clearly, provide a general observation and focus, & group related information logically; include formatting (e.g., headings), illustrations, & multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. e. Provide a concluding statement or section related to the information or explanation presented.	<b>WRITING TYPE</b> Informational, Essay	<b>SUW LESSONS &amp; TOOLS</b> <b>4<sup>th</sup> Edition</b> E4-14 Creating Two-Sentence Introductions Tool E4-14a, E4-14b, pp.318-319 E4-7 Blocking Out Essays & Reports Tool E4-7a, E4-7b, pp. 297-298 E4-8 Informal Outlines for Essays & Reports Tool E4-8a, Tool E4-8b, pp. 299-301  <b>3<sup>rd</sup> Edition</b> 5-4 Creating Two-Sentence Introductions; Tool 4-19, pp. 211-213 5-5 Blocking Out Essays & Reports; Tools 5-5a, 5-5b, 5-5c, & 5-5d, pp. 214-215 5-6/5-7 Informal Outlines for Essays and Reports; Tools 5-7a & 5-7b, pp. 216-217	<b>Social Studies Prompt:</b> Students will choose one explorer and the information from their reading notes in Student Interactive Notebook p. 30-31 to write an informative essay about their explorations and impact. (Continued from last week)  Write to inform. Write an essay that provides facts about the negative and positive outcomes of the Columbian Exchange.

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**  
**Unit 4 Lesson 18**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RL5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>5RL7</b> Analyze how visual &amp; multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, and poem.)</p> <p><b>5RI2</b> Determine two or more main ideas of a text &amp; explain how they are supported by key details; summarize the text</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Fact &amp; Opinion</p> <p><b>Strategy:</b> Analyze &amp; Evaluate</p> <p><b>Genre:</b> Informational Text, Autobiography, Poetry</p> <p><b>Fluency:</b> Phrasing: Punctuation</p>	<p><b>Anchor Lesson</b></p> <p><b>The Dog Newspaper (Autobiography)</b></p> <p>TE pp. T170-T83; SB pp. 542-555</p> <p>LLG p. 220 Flashbacks</p> <p>SUW 1-9 (3<sup>rd</sup> Edition)/E1-9 (4<sup>th</sup> Edition) Two-Column Guided Responses p. 13, Column Headings: Fact or Opinion</p> <p>In this Story... I think this because...</p> <p><b>Poetry about Poetry (Poetry)</b></p> <p>TE pp. T186-T189; SB p. 556-559</p> <p>LLG: pg. 221 Genre: Poetry</p> <p>Compare Texts: Text to World TE p. T189, SB p. 559</p> <p><b>Fluency:</b> TE pp. T173, T187, T194</p> <p>LLG Fact and Opinion Lesson – Use with the book <u>Roanoke: The Lost Colony-An Unsolved Mystery from History</u> to reinforce this week’s skill lesson “Fact and Opinion”.</p> <p>Introduce both historical fiction and information books on early colonization of the New World for the classroom library. After reading the book <i>Roanoke: The Lost Colony</i>, discuss with the students the elements of a historical fiction. Have students work in pairs first to determine if the book is a historical fiction or informational genre.</p> <p>NOTE: Copies of the book have been provided for teachers.</p>	<p>Step Up to Writing---Stand Up and Sound Off 8-12</p> <p>What happened to the Lost Colony of Roanoke?</p> <p>The following will be done throughout the unit as we study new settlements or colonies.</p> <p>Introduce Timeline as a way to sequence the colonization of the New World.</p> <p><a href="#">Timeline Graphic Organizer</a></p> <p>Identify key dates for the settlement of Roanoke.</p> <p>Create a class timeline and/or have students create their own timeline. You will add dates throughout the Colonization unit.</p>

**SOCIAL STUDIES****Unit 4 Lesson 18**

STANDARDS	FOCUS	ADDITIONAL CONTENT LESSONS	
<p><b>Economics</b></p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed <i>societies</i> to get the most out of scarce resources</p> <p><b>E.5.5.1</b> Examine ways a diverse labor force affected economies in early America</p>	<p>Push Pull Factors</p> <p>Economic Choices/Scarcity</p> <p>Benefit/Conflict Colonial Settlers/Indians</p> <p>Roanoke</p> <p><b>Unit:</b> Colonization</p>	<p><b>BEFORE READING:</b> Discuss preview activity Slides 7-10.</p> <p>Brainstorm reasons people might have wanted to leave their home and settle in unfamiliar land. What were the “pushes” to</p>	

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<p>Geography  <b>G.8.5.1</b> Describe locations of <i>societies</i> and their cultural and <i>environmental characteristics</i> within early Americas through the 1820s using <i>geographic representations</i> of different scales  <b>G.9.5.3</b> Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment  <b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomenon, war)  History  <b>H.12.5.3</b> Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)  <b>H.12.5.4</b> Evaluate short and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)  <b>H.12.5.7</b> Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry (</p>	<p><b>Essential Questions:</b>  What extent was initial English colonization successful?  What caused groups of people to move to and within the Americas?</p> <p><b>Supporting Questions:</b>  What were the push and pull factors that caused Europeans to colonize America?  Who were the main colonial leaders and how did they contribute to the organization of the colonies?  How did geography influence early settlements in the Americas?  How did Native Americans interact with Europeans who arrived?  Why did the settlement of Roanoke fail?  What could the people of Roanoke done to make the settlement successful?</p> <p><b>Notes: The focus of this unit will be on settlements of the English.</b></p>	<p>make them leave their familiar life and the “pulls” that might draw them to a new land? Add to this list as you read and study about the New World. (Relate to today and why people are pushed and pulled to move)</p> <p><b>DURING READING:</b> Slides 11-19 Students will read selection as prompted in slides and “act out” the Lost Colony of Roanoke.  <b>ADDITIONAL LESSON ON ROANOKE:</b>  Using the book <i>Roanoke: The Lost Colony—An Unsolved Mystery from History</i> by Jane Yolen have students decide for themselves what they believe happened to the people that lived in Roanoke.  Cracking History’s Cold Cases: Your task in this project is to decide which theory of the Roanoke Lost Colony mystery you think is most believable and support your theory with clues you have gathered. You will create a “Case File” that includes background on the mystery, your theory for what happened, and a collection of evidence to support your theory.</p> <p><a href="#">Kids Information The History of the Roanoke Colony in Colonial America</a></p> <p>After students have identified which theory they believe is most believable about what happened to the people of Roanoke, share information from the more recent articles below.  <a href="#">New Clue to Mystery of Lost Roanoke Colony</a>  <a href="#">Have We Found the Lost Colony of Roanoke Island? National Geographic</a>  <a href="#">Through the Lenses of a Historian: Lost Colony</a></p> <p>Resources for introducing the mystery of the Lost of Colony of Roanoke have also been provided. This can also be used to gather clues from the sources and draw conclusions about what happened.</p>	
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WORD STUDY Unit 4 Lesson 18			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<b>5L4a</b> Use context (e.g., cause/effect relationships & comparisons in text) as a clue to the meaning of a word or phrase. <b>5L6</b> Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal contrast, addition, & other logical relationships	<b>STRATEGY:</b> Homophones/Homographs <b>ACADEMIC:</b> evaluate, opinion, fact, analogies, antonyms, synonyms, prepositional phrases <b>SOCIAL STUDIES:</b> colonist, , Roanoke, settlement <b>TARGETED CATEGORIES:</b> Teacher determined	Vocabulary Strategies TE pp. T190-T191 Projectable 18.3 Vocabulary in Context TE pp. T166-T167, SB pp.66-167 Reader's Notebook p. 243	Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding Vocabulary." Social Studies vocabulary should be used in context within SS assessments.
<b>RF3a</b> Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>SPELLING/ENCODING:</b> Changing final y to I duties, abilities, earlier, dirtier, greediest, drowsier, iciest loveliest, scariest, victories, denied, trophies, horrified, ferries, cozier, memories, sunnier, enemies, strategies, terrified	LLG pp. 90-91  Weekly Plan TE pp. T196-T197  Decoding: Recognizing Suffixes TE p. T195  Reader's Notebook pp. 244-246 (use as needed)	Spelling Assessment: Refer to Section 3 of SUW.
WRITING WORKSHOP Unit 4 Lesson 18			
<b>GRAMMAR</b> <b>L3a</b> Expand, combine, & reduce sentences for meaning, reader/listener interest & style	<b>SKILL</b> Prepositions & Prepositional Phrases	Weekly Plan TE pp. T198-T201, SB p. 560-561 Projectable 18.4-18.6 Reader's Notebook pp. 247-251 (use as needed)	
<b>PROCESS WRITING</b> <b>5W2</b> Write info./explanatory texts to examine a topic & convey ideas & info b. Develop topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. c. Link ideas within & across categories of info. using words, phrases & clauses d. Use precise language & domain-specific vocab. to inform about or explain the topic. e. Provide a concluding statement or section related to info. or explanation	<b>WRITING TYPE</b> Informational, Essay	<b>SUW LESSONS &amp; TOOLS</b>  <b>4<sup>th</sup> Edition</b> E4-23 Transition Topic Sentences in Essays & Reports, Tool E4-23a, pp. 337-338 E4-18 Paragraph Elaboration, Tool E4-18a, Tool E4-18b, pp. 326-327 E4-19 Increasing Elaboration, Tool E4-19a, Tool E4-19b, pp. 328-329 E4-26 Writing Successful Conclusions, Tool E4-26a, pp. 344-345	<b>Social Studies Prompt:</b> <b>Write a paragraph outlining the different theories for what happened to the colonists in Roanoke.</b>  State your opinion of which theory of Roanoke you think is most believable. Support your opinion with

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presented		<b>3<sup>rd</sup> Edition</b> 5-9 Transition Topic Sentences Tools 5-9a, pp. 221-222 5-14 Reviewing Elaboration Tools 5-14a, p. 229 5-15 Increasing Elaboration in Essays & Reports; Tools 5-15a, & 5-15b, p. 230 5-17 Writing Successful Conclusions pp. 234-235; Tools 5-17a, 5-17b, 5-17c, & 5-17d	clues/evidence you have gathered.
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## READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

## Unit 4 Lesson 19

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RI8</b> 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><b>5RL1</b> Quote accurately from a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p><b>5RI8</b> 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><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Persuasion</p> <p><b>Strategy:</b> Summarize</p> <p><b>Genre:</b> Realistic Fiction &amp; Persuasive Text</p> <p><b>Fluency:</b> Stress</p>	<p><b>Anchor Lesson</b></p> <p><b><u>Darnell Rock Reporting (Realistic Fiction)</u></b></p> <p>LLG: p. 222</p> <p>TE pp. T240-T259; SB pp. 566-585</p> <p><b><u>Volunteer! Persuasive Text</u></b></p> <p>LLG p. 223, TE 262-T265</p> <p>Prompt: What is Darnell's argument in favor of the community garden? Use information from the passage to support your answer.</p> <p>SUW 1-31 (3<sup>rd</sup> Edition)/ SUW E1-25 (4<sup>th</sup> Edition) Four-Step Summary Paragraphs pp. 44-45; Tools 1-31a, 1-31b &amp; 1-31c (3<sup>rd</sup> Edition), Tool E1-25a, Tool E1-25b, Tool E1-25c (4<sup>th</sup> Edition)</p> <p><b>Fluency:</b> TE pp. T245, T263, T270</p> <p>Use readings (primary and secondary sources) about Jamestown to find evidence of what caused the failure of Jamestown in 1610. Have students present an argument of the main causes using at least two pieces of evidence from the primary sources and/or your textbook.</p> <p>TCI—Student Text “The Starving Time (Primary Source)—Answer Questions in Student Interactive Notebook</p> <p>The book <b><i>Blood River</i></b> by Elisa Carbone could be used to teach and/or reinforce the literacy skills and strategies over next 2 weeks.</p> <p><b><u>Blood River Lesson Plan</u></b></p> <p>Blood River by Elisa Carbone (Historical fiction which follows the life of Samuel Collier, a young English orphan, as he travels as an indentured servant to the New World on board the Susan Constant. TCI Slide 36 Comparing and Contrast Early Colonies—Reading Strategy “Organize Information”.</p> <p><b>Compare and Contrast Different Versions of Thanksgiving.</b></p> <p>Use the links below to read and discuss different versions of</p>	<p>Step Up to Writing--- Stand Up and Sound Off 8-12 (3<sup>rd</sup> Edition) Presenting Your Opinion E8-12 (4<sup>th</sup> Edition)</p> <p>The Starving Time of Jamestown Was Caused By _____?</p> <p>Using Primary Sources in the Classroom pp 60-62</p> <p><b><u>Treaty of Massasoit</u></b></p> <p>Point of View—Who benefited most from the Treaty? The Pilgrims or the Massasoit?</p> <p>Write a summary that provides details of what caused the failure of Jamestown in 1610.</p>

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		<p>Thanksgiving including one from the point of view of the Native American. (What details does the author use in each version to show how different groups of people view Thanksgiving.)</p> <p><a href="#">Traditional Version</a></p> <p><a href="#">The Native American Version</a> (National Day of Mourning)</p> <p><a href="#">National Geographic Version</a></p> <p>Once students have read all versions of the first Thanksgiving, divide them into groups and have them answer the following questions.</p> <p>What do all of these stories have in common?</p> <p>What are some of their differences?</p> <p>What is the traditional version of the first Thanksgiving? Why do you think it became the most dominate account about Thanksgiving?</p>	
<b>SOCIAL STUDIES</b> <b>Unit 4 Lessons 19</b>			
<p><b>Civics</b></p> <p><b>C.3.5.2</b> Evaluate ways rules &amp; laws change society &amp; reasons why people change rules &amp; laws at the local, state, &amp; federal levels</p> <p><b>C.3.5.3</b> Explain the development of policies to address public problems at the local, state, and federal levels</p> <p><b>Economics</b></p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed <i>societies</i> to get the most out of scarce resources</p> <p><b>E.4.5.2</b> Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation)</p> <p><b>E.5.5.1</b> Examine ways a diverse labor force affected economies in early America</p> <p><b>Geography</b></p> <p><b>G.8.5.1</b> Describe locations of <i>societies</i> and their cultural and <i>environmental characteristics</i> within early Americas</p>	<p><b>FOCUS</b></p> <p>Jamestown Plymouth Colony Mayflower Compact Thanksgiving <b>Colonization</b></p> <p><b>Essential Questions:</b></p> <p>What extent was initial English colonization successful? What caused groups of people to move to and within the Americas?</p> <p><b>Supporting Questions:</b></p> <p>What were the push and pull factors that caused Europeans to settle in Jamestown/Plymouth? What hardships did they face when they first arrived? How did Native Americans interact with Europeans who arrived? What mistakes did the settlers of</p>	<p><b>ADDITIONAL CONTENT LESSONS:</b></p> <p><b>Jamestown TCI Lesson 6:</b> Slides 20-27 “Act-It-Out” Compare Primary and Secondary Sources pp 161-62 (Do prior to Jamestown Lesson) Student Textbook—Section 2 Jamestown Student Handout—Act It Out</p> <p><b>BEFORE READING:</b> TCI Slide 20—Use the picture and questions on this slide to introduce Jamestown. <a href="#">Constructing a Timeline of Jamestown Activity</a> (Teacher Resource—Background Essay in Lesson)</p> <p><b>DURING READING:</b> Read Student Text Section 2 on Jamestown to find out why settlers came to Jamestown, the hardships they endured and reasons the settlement succeeded or failed.</p> <p><b>AFTER READING:</b> TCI Lesson 6 Slides 20-27—Create Act-It-Out that shows why settlers came, hardships they endured and reason settlement succeeded or failed.</p> <p><b>Additional Resources Jamestown:</b> Use documents from the following lesson to answer the questions “What caused the failure of the Jamestown Colony in 1610?” <a href="#">What Caused the Failure of the Jamestown Colony in 1610? Lesson</a></p>	<p>SUW Stand Up and Sound Off 8-12—Who benefited most from the Treaty of Massasoit?</p> <p><a href="#">United States Map</a></p> <p><a href="#">Jamestown—Why There?</a> Use this website to share with students how the site was chosen and discuss if they agree it was a good site. Step Up to Writing TE pp 54-55 Great Short Answers What were some of the advantages and disadvantages of the location of Jamestown?</p>

<p>through the 1820s using <i>geographic representations</i> of different scales</p> <p><b>G.9.5.3</b> Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment</p> <p><b>G.10.5.3</b> Examine reasons for population shifts in early America and the effects on various regions</p> <p><b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomenon, war)</p> <p><b>History</b></p> <p><b>H.12.5.4</b> Evaluate short and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p> <p><b>H.12.5.7</b> Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry</p>	<p>Jamestown make in the beginning that made survival even more difficult?</p> <p>How does geography influence early settlements and how they made a living?</p> <p>Why was it important to sign the Mayflower Compact at Plymouth?</p> <p><b>Thanksgiving</b></p> <p>TCI Slides 28-35 Plymouth</p> <p><a href="#">You Are the Historian: Investigating the First Thanksgiving</a></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Guide</a></li> <li>▪ <a href="#">Wampanoag Culture Chart</a></li> <li>▪ <a href="#">English Colony Culture Chart</a></li> <li>▪ <a href="#">Modern Translation Winslow Letter</a></li> </ul>	<p><b><a href="#">H.S.I. Historical Scene Investigation Website</a></b></p> <p>Use content from the <i>Jamestown: What Caused the Failure of the Jamestown Colony in 1610</i> lesson. Primary source documents with the lesson provide clues.</p> <p>Students work in pairs to analyze two of the documents to share with the rest of the group. As they are sharing, other group members will add to their chart. The teacher will project each document on the Smart Board for discussion recording responses on a teacher made chart. Using the clues from all documents, have the class discuss what caused the failure of the Jamestown colony.</p> <p><a href="#">Investigation Chart Starving Time</a></p> <p><b><a href="#">A Brief History of Jamestown</a> (Teacher Background Essay</b></p> <p>We Were There Too! By Phillip Hoose (Contact Laura Beth Arnold for a copy of the book)</p> <p>Tom Savage: Living Two Lives pp 19-23</p> <p>Pocahontas: Peacemaker, Cartwheeler, Princess pp 14-18</p> <p>How do we know about the early settlers of Jamestown?</p> <p><a href="#">Jamestown Artifacts</a></p> <p><a href="#">Jamestown Rediscovery You Tube</a> (Remains of prominent leaders of Jamestown found)</p> <p><a href="#">Tobacco and Labor—Background Information</a></p> <p><b>Additional Resources Thanksgiving</b></p> <p><b>Becoming a Historian Teacher's Guide:</b></p> <p><a href="#">Library of Congress—Teacher's Guide: Primary Source Set Thanksgiving</a></p> <p><a href="#">Teaching About Thanksgiving Teacher Background Information</a></p> <p>Primary Source Fluency Activities—Early America pp 33-36</p> <p><a href="#">The Little Pilgrim (Poem)</a>—Copies of resource should either be in the Classroom Library and/or a copy in the media center. For convenience, you can link to the poem.</p> <p><a href="#">Scholastic Lesson "Thanksgiving Grades 3-5"</a></p> <p><a href="#">Scholastic Teacher Resource/Lesson Plans</a></p> <p><a href="#">Scholastic Native American Perspective</a></p> <p><a href="#">Scholastic Letters From New World- Thanksgiving Reader's Theater</a></p>	
<p align="center"><b>WORD STUDY</b></p> <p align="center"><b>Unit 4 Lessons 19</b></p>			

# 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

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STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>L4.b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Greek &amp; Latin Suffixes –ism, -ist, -able, -ible</p> <p><b>ACADEMIC:</b> author's goal, persuade, summarize, assumption, bias, suffix, indefinite pronouns, personal narrative</p> <p><b>SOCIAL STUDIES:</b> colonist, democratic, Jamestown, monarchy, government, Plymouth Mayflower Compact, representative</p>	<p>Vocabulary Strategies TE pp. T266-T267, Projectable 19.3</p> <p>Relating Words Questions, LLG p. 152</p> <p>Commonly Confused Words, LLG p. 153</p> <p>Four-Square Map, LLG p. 153</p> <p>Vocabulary in Context TE pp. T238-T239, SB pp. 564-565</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding Vocabulary."</p>
<p><b>5L2.e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>RF3.a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Suffixes: -ful, -ly, -ness, -less, -ment:</p> <p>lately, settlement, watchful, countless, steadily, closeness, government, agreement, effortless, cloudiness, delightful, noisily, calmly tardiness, forgetful, forgiveness, harmless, enjoyment, plentiful appointment</p>	<p>LLG pp. 92-93</p> <p>Weekly Plan TE pp. T272-T273</p> <p>Decoding: More Common Suffixes TE p. T217</p> <p>Reader's Notebook pp. 256-258 (use as needed)</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
<p align="center"><b>WRITING WORKSHOP</b> <b>Unit 4 Lessons 19</b></p>			
<p><b>GRAMMAR</b></p> <p><b>L1.c.</b> Use verb tense to convey various times, sequences, states, &amp; conditions.</p>	<p><b>SKILL</b></p> <p>More Kinds of Pronouns</p>	<p>Weekly Plan TE pp. T274-T277, SB pp. 590-591</p> <p>Projectable 19.4-19.6</p> <p>Reader's Notebook pp. 259-263 (use as needed)</p>	
<p><b>PROCESS WRITING</b></p> <p><b>5L3a</b> Expand, combine, &amp; reduce sentences for meaning, reader/listener interest, and style</p>	<p><b>WRITING TYPE</b></p> <p><b>Sentences</b></p>	<p><b>SUW LESSONS &amp; TOOLS</b></p> <p>SUW 3-15 Playing with Language pp. 120-121</p> <p>"Comparison" Sentences</p> <p>"Clause" Sentences</p> <p>"Alliteration" Sentences</p> <p>"Exaggeration" Sentences</p> <p>"Definition" Sentences</p>	<p><b>Social Studies Prompt:</b></p> <p>SUW 3-5/E2-32</p> <p>Sentences Using Who, What, Where, When, Action, &amp; How to write about Jamestown and/or Plymouth.</p>

## READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

### Unit 4 Lesson 20

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RL3</b> Compare &amp; contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>5RL5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>5RL9</b> Compare &amp; contrast stories in the same genre (e.g., mysteries &amp; adventure stories) on their approaches to similar themes &amp; topics.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Story Structure</p> <p><b>Strategy:</b> Question</p> <p><b>Genre:</b> Adventure/Informational text</p> <p><b>Fluency:</b> Accuracy</p>	<p><b>Anchor Lesson:</b></p> <p><b><u>The Black Stallion (Adventure)</u></b> LLG p. 224 TE pp. T316-T337, SB 596-617 Analyze the text TE. p. T334</p> <p><b><u>The Huntress</u></b>, LLG p. 225, TE pp. T312-T313</p> <p><b><u>Horse Power (Informational Text)</u></b> TE pp. T340-T343, SB pp. 618-621</p> <p><b>Fluency:</b> TE pp. T329, T341, T348</p> <p>Choose one of the books from the classroom library with a story about early colonization and have students do a T-Map—Character's Action/Reasons for Character's Action i.e. Molly Bannaker by Alice McGill We Were There, Too! Young People in U.S. History by Phillip Hoose (Copies of book sent to 5<sup>th</sup> grade classroom. Additional copies available on request <a href="mailto:laura.arnold@lrdsd.org">laura.arnold@lrdsd.org</a>)</p> <ul style="list-style-type: none"> <li>▪ Eunice Williams: Captive pp 33-35</li> <li>▪ Eliza Lucas: Indigo Planter pp. 36-38</li> </ul>	
<p align="center"><b>SOCIAL STUDIES</b> <b>Unit 4 Lesson 20</b></p>			
<p><b>Civics</b></p> <p><b>C. E.5.5.2</b> Examine ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period</p> <p><b>E.5.5.3</b> Evaluate the development of a <i>free market system</i></p> <p><b>E.7.5.1</b> Explain ways trade leads to increasing economic <i>interdependence</i> among countries</p> <p><b>Geography</b></p> <p><b>G.8.5.1</b> Describe locations of <i>societies</i> and</p>	<p><b>FOCUS</b></p> <p>New England Colonies Southern Colonies Mid-Atlantic/Middle Colonies</p> <p><b>Unit: Colonization</b></p> <p><b>Essential Question:</b> What caused groups of people to move to and within the Americas?</p> <p><b>Supporting Questions:</b> What were the push and pull factors that caused Europeans to colonize</p>	<p><b>ADDITIONAL CONTENT LESSONS</b></p> <p>Activities in this week will continue next week.</p> <p><b>TCI: Lesson 7 “Comparing the Colonies”</b></p> <p><b>BEFORE READING:</b> Preview Activity Slides 6-10 Students analyze how a billboard persuades people to do something. Discuss how in the colonies, individuals decided which goods and services to produce for consumers. The colonies offered many more opportunities to choose how to make a living than people were given in Europe. These opportunities attracted the settlers that the colonies needed to survive. Share graphic organizer that students will be using to record and organizer information about the different groups of</p>	<p><b>ASSESSMENTS</b></p> <p>Create a billboard for one of the six British colonies to persuade other students to settle in the colony.</p> <p>TCI Slide 42 Procession Suppose you are moving from Great Britain to one of the North American colonies in the 1700's. Write a farewell letter to your family.</p>

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<p>their cultural and <i>environmental characteristics</i> within early Americas through the 1820s using <i>geographic representations</i> of different scales</p> <p><b>G.9.5.2</b> Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period</p> <p><b>G.9.5.3</b> Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment</p> <p><b>G.10.5.3</b> Examine reasons for population shifts in early America and the effects on various regions</p> <p><b>History</b></p> <p><b>H.12.5.5</b> Compare the social, economic, political, &amp; geographic development of the New England, middle &amp; southern colonies from multiple perspectives using a variety of sources</p> <p><b>H.12.5.6</b> Evaluate the economic &amp; cultural effects of indentured servants &amp; slavery in the New England, middle, &amp; southern colonies from multiple perspectives</p> <p><b>H.12.5.7</b> Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry</p>	<p>America?</p> <p>How did English settlers develop ways to govern themselves?</p> <p>How does geography influence the settlement patterns of early colonies and how they made a living?</p> <p>How would you describe the daily lives of people in the New England, Middle, and Southern colonies?</p>	<p>colonies (TCI Slide 10). Interactive Notebook pp. 44-45. Reason for founding, Geography, Economy, and Government.</p> <p><b>DURING READING:</b> Have students collect information about the colonies as they read the student text.</p> <p><b>AFTER READING:</b> TCI Slides 11-27 Problem Solving Group Work—Creating a Sales Presentation Students will read selection as prompted in the slides (in groups). Create a billboard for 1 of 6 British colonies. Then try to persuade other settlers to settle in their colony. Historian/Advertiser/Graphic Artist/Salesperson Afterward, students read about the six colonies and evaluate the claims of each group.</p> <p>TCI Slides 28-34 Group Presentation</p> <p><b>Group Project:</b> Divide students into three groups (New England, Middle, and Southern Colonies). Within the group, they will work in pairs to research one of the states identified. Each pair will record the data they research on the provided chart.</p> <p>They will come back &amp; share findings so other members of the group can complete their chart. As a group, students use the information they gathered from each other to complete the entire chart for the assigned group of colonies. This is a way to analyze the entire group of colonies and discuss their findings. Students will present the information they collected on their charts to the class. To save time, you can use one of the charts done by the presenting group to make a copy for other students to view as the presentation is being given. After all groups have presented, students will have a copy of information for all three groups of colonies.</p> <p>Examine the different charts. Have a discussion about differences and similarities between the information gathered on the different groups of colonies.</p> <p><b>Resources – TCI Textbook:</b> Section 1: Introduction of the New England, Middle, and Southern Colonial Regions p.94</p> <p><b><u>New England Colonies</u></b></p>	
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WORD STUDY Unit 4 Lesson 20			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5L5b</b> Recognize &amp; explain the meaning of common idioms, adages, &amp; proverbs.  <b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words and phrases, including those that signal contrast, addition, &amp; other logical relationships</p>	<p><b>STRATEGY:</b> Figurative Language  <b>ACADEMIC:</b> simile, metaphor, idiom  <b>SOCIAL STUDIES:</b> assembly, economy, grant, indentured servant, industry, plantation, West Indies  <b>TARGETED CATEGORIES:</b>  Teacher determined</p>	<p>Figurative Language TE pp. T344-T345  Projectable 20.3  Reader's Notebook p. 267</p> <p>Vocabulary in Context TE pp. T314-T315, SB pp. 594-595  Because Sentences, LLG p. 154  Write About an Adventure, LLG p. 155  Vocabulary Map, LLG p. 155</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding vocabulary."</p>
<p><b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed.  <b>RF3a</b> Use combined knowledge of all</p>	<p><b>SPELLING/ENCODING</b>  Words from other languages:  salsa, mattress, tycoon, burrito,</p>	<p>LLG pp. 94-95  Weekly Plan TE pp. T350-T351  Decoding: Stress in Three-Syllable Words TE p. T349</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>

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**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

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letter-sound correspondences, syllabication patterns, & morphology	bandana, tomato, poncho, cargo, dungarees, lasso, patio, siesta, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant	Reader's Notebook pp. 268-270 (use as needed)	
<b>WRITING WORKSHOP</b> <b>Unit 4 Lesson 20</b>			
<b>GRAMMAR</b> <b>5L1</b> Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. <b>1L1b</b> Use common, proper, & possessive nouns.	<b>SKILL</b> Proper Mechanics and Writing Titles	Weekly Plan TE pp. T352-353 Projectable 20.4-20.6 Readers Notebook pp. 271-275 (use as needed)	
<b>PROCESS WRITING</b> <b>5L3</b> Use knowledge of language & its conventions when writing, speaking, reading or listening. A. Expand, combine, & reduce sentences for meaning, reader/listener interest, & style	<b>WRITING TYPE</b> Topic Sentences	<b>SUW LESSONS &amp; TOOLS</b>  <b>4th Edition</b> E4-11 Defining a Topic Sentence, Tool E4-11a, Tool E-411b, pp. 309-310 E4-13 Topic Sentence Variety, Tool E4-13c, Tool E4-13h, pp. 313-317  <b>3rd Edition</b> SUW 4-18 Defining a Topic Sentence pp. 164-165; Tool 4-18a SUW 4-19 Topic Sentence Variety "Questions Plus a Statement Topic Sentences" pp. 165-166a; p. 171 Tool 4-19h "Occasion/Position Topic Sentences" pp. 165-166a; p. 168a; Tool 4-19c	*SUW 10-10 Quick Check for Topic Sentences, pp. 426-427; Tools 10-10e & 10-10f *Use for a lesson also <b>Social Studies Prompt:</b> Which colony is the best colony for settlers from Europe to choose? Work in pairs to create a Broadside to advertise why others from Europe should come to live in their colony. Use information from chart for information on colony.

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

**Unit 5 Lesson 21**

<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
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<p><b>5RL2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>5RL3</b> Compare &amp; contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>5RL5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>5RL9</b> Compare &amp; contrast stories in the same genre (e.g., mysteries &amp; adventure stories) on their approaches to similar themes &amp; topics.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p>Skill: Sequence of Events Strategy: Visualize Genre: Historical Fiction Fluency: Phrasing- Pauses</p>	<p><b>Anchor Lesson</b> <b>Tucket's Travels (Historical Fiction)</b> TE pp. T16-T37, SB pp. 632-653 Compare Texts-Text to Self TE p. T45, SB p. 659</p> <p><b>Land Rush</b> T12-T13, Projectable 21.1</p> <p>Fluency: T50</p> <p>"A Royal Mystery" Student Magazine p. RA48 U4 EXT p. C3 Genre: Play U4 EXT p. C4-5 Theme U4 EXT p. C7 Formal English</p> <p>Use Lesson EXT G5U5 pp.C4-C5 "Compare &amp; Contrast Text Structures" as a model to teach TE U4 p. T237 "Text to Text"</p> <p>We Were There, Too! Young People in U.S. History by Phillip Hoose (Copies of book sent to 5<sup>th</sup> grade classroom. Additional copies available on request <a href="mailto:laura.arnold@lrds.org">laura.arnold@lrds.org</a>.)</p> <ul style="list-style-type: none"> <li>▪ Eunice Williams: Captive pp 33-35</li> <li>▪ Eliza Lucas: Indigo Planter pp.36-38</li> </ul> <p>(Use the reading selections above to reinforce reading skill for sequencing.)</p> <p><b>TCI Slides 35-39 Reading Further:</b> Choosing a Career in the Colonies pp.102-105 Student Interactive Notebook gives a chart and map for students to record information about jobs in the different colonial regions. Students compare and contrast the job opportunities of young colonists in each region.</p>	<p>U4 EXT p. C5 Apply</p>
<p align="center"><b>SOCIAL STUDIES</b> <b>Unit 5 Lesson 21</b></p>			
<p><b>Economics</b> E.4.5.1 Explain ways trade-offs have</p>	<p>New England Colonies Southern Colonies</p>	<p><b>ADDITIONAL CONTENT LESSONS</b> Students will complete work on billboard for one of six British</p>	<p><b>ASSESSMENTS</b> Billboard</p>

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<p>allowed <i>societies</i> to get the most out of scarce resources</p> <p>E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., taxation exploration, colonization, the new nation)</p> <p>E.5.5.1 Examine ways a diverse labor force affected economies in early America</p> <p>E.5.5.2 Examine ways <i>human, natural, &amp; capital resources</i> were organized to produce &amp; deliver goods &amp; services in pre-colonial America thru Revolutionary period</p> <p>E.7.5.1 Explain ways trade leads to increasing economic <i>interdependence</i> among countries (e.g., slave &amp; triangular trade, manufactured goods, agriculture)</p> <p><b>Geography</b></p> <p>G.8.5.2 Explain relationships between <i>physical</i> &amp; human characteristics &amp; changes over time using a variety of <i>geographic representations</i></p> <p>G.9.5.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period</p> <p>G.9.5.3 Analyze ways climate &amp; <i>environmental characteristics</i> influenced where groups lived &amp; how they adjusted to the environment</p> <p>G.10.5.3 Examine reasons for population shifts in early America &amp; the effects on various regions</p> <p><b>History</b></p> <p>H.12.5.4 Evaluate short &amp; long-term effects of European exploration &amp; settlement in the Americas &amp; AR from multiple perspectives</p> <p>H.12.5.5 Compare the social, economic, political, and geographic development of</p>	<p>Mid-Atlantic/Middle Colonies Arkansas Post</p> <p><b>Unit: Colonization</b></p> <p><b>Compelling Question:</b> <b>What is the impact of establishing a new community?</b></p> <p><b>Guiding Questions:</b> How did the early people of America interact with early settlers? What was life like during the early days of Arkansas? How does geography influence the settlement patterns of early colonies and how they made a living?</p>	<p>colonies and present their work to the class. After presentations, students will evaluate the claims of each group.</p> <p><b>TCI: Lesson 7 “Comparing the Colonies”</b></p> <p><b>BEFORE READING:</b> Tell students that they will be reading news articles from the Arkansas Post to learn about early settlements in Arkansas. Students should be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What do the articles tell you about life at the Arkansas Post?</li> <li>• What do the articles tell you about how Arkansas Post was settled?</li> </ul> <p><b>DURING READING:</b> Provides students with chosen news articles and have them determine the theme or message the author is trying to share with the readers and provide details or evidence to explain the theme. Articles have been enlarged and space provided so that students can write on the articles.</p> <p><b>AFTER READING: Early Arkansas Settlements</b></p> <p><a href="#">Arkansas Post</a> p. 63 Arkansas Activity Book</p> <p><a href="#">News Articles Arkansas Post Wilderness Experiences</a></p> <p><a href="#">News Articles Arkansas Post Indians in Arkansas</a></p> <p><a href="#">News Articles Arkansas Post Territorial Period</a></p> <p>Use news articles from the Old State House Arkansas newspapers published for their Education Curriculum to gather information about the Arkansas Post.</p> <p>Read the news article “Trade Competition and Soggy Site Mean Slow Growth at Arkansas Post from Events of Territorial Period. Identify several causes for the following effect: Arkansas Post was slow to grow.</p>	
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the New England, middle, and southern colonies from multiple perspectives using a variety of sources H.12.5.6 Evaluate economic & cultural effects of indentured servants & slavery in the New England, middle, & southern colonies from multiple perspectives H.12.5.7 Research the development of the colonies by generating <i>compelling</i> & <i>supporting questions</i> to guide inquiry			
WORD STUDY Unit 5 Lesson 21			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<b>5L5b</b> Recognize & explain the meaning of common idioms, adages, & proverbs. <b>5L6</b> Acquire & use accurately grade-appropriate general academic & domain-specific words and phrases, including those that signal contrast, addition, & other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<b>STRATEGY:</b> Idioms, Adages & Proverbs <b>ACADEMIC:</b> question, traits, behavior, idiom, adage, contraction, apostrophe, negative <b>SOCIAL STUDIES:</b> Arkansas Post, territorial period, <b>TARGETED CATEGORIES:</b> Teacher determined	<b>Vocabulary Strategies</b> T332-T333 , Projectable 20.5 U4 EXT p. C6 Adages & Proverbs Student Magazine pp. RA 49 & RA 60	Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding Vocabulary."
<b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>RF3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology to read accurately unfamiliar multisyllabic words in context & out of context.	<b>SPELLING/ENCODING</b> Final sounds nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure	LLG pp. 96-97 Weekly Plan TE pp. T52-T53 Decoding: Common Final Syllable TE p. T51 Reader's Notebook pp. 304-306 (use as needed)	Spelling Assessment: Refer to Section 3 of SUW.
WRITING WORKSHOP Unit 5 Lesson 21			
<b>GRAMMAR</b> <b>5L1a</b> Explain the function of interjections in general & their function in sentences.	<b>SKILL</b> Interjections	U4 EXT pp. C8-9 Grammar Snap video	Blackline Master CC4.1

<b>PROCESS WRITING</b> <b>5L3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening. <b>5L3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	<b>WRITING TYPE</b> Sentences	<b>SUW LESSONS &amp; TOOLS</b> <b>3<sup>rd</sup> Edition</b> SUW 3-18 Writing Headlines & Sentences pp124-125 SUW 3-19 Purpose & Audience Considerations pp 125-126; Tools 3-19a & 3-19b SUW 10-9 Analyzing a Paragraph pp.423-424; Tool 10-9a	<b>Social Studies Prompt:</b> Write about in early Arkansas. Write a topic sentence that presents what you plan to tell about early Arkansas. SUW 4-18; 4-19a; 4-  Use the headlines of the news articles to determine what the article will be about.
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<b>READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING</b> <b>Unit 5 Lesson 22</b>			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<b>5RL2</b> Determine a theme of a story, drama, or poem from details in text, including how	<b>COMPREHENSION/FLUENCY</b> <b>Skill:</b> Theme	<b>Anchor Lesson</b> <b>“The Birchbark House”</b> (Historical Fiction)	Reference: SUW 1-37 Responses to Essay

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characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize text. <b>5RL9</b> Compare & contrast stories in the same genre (e.g., mysteries & adventure stories) on their approaches to similar themes & topics.	<b>Strategy:</b> Infer/Predict <b>Genre:</b> Informational Text <b>Fluency:</b>	TE p. T110 SB p. 666-680 LLG p. 228 Theme T99 Stop and Think Projectable 22.3; Graphic Organizer 8 TE p. 107 Your Turn “Sibling Rivalry” <b>Focus Wall T81</b> “Four Seasons of Food” (Informational Text) T108-T111; SB p. 684-686 LLG: p 83 Sequence of Events (Procedural information) T112-113 Projectable 22.4	Questions (3 <sup>rd</sup> Edition) SUW E9-6 Extended Responses and Essay Questions (4 <sup>th</sup> Edition)  SUW 10-10 Quick Sketch for Short Answers, adapted (3 <sup>rd</sup> Edition) SUW E9-1 Great Short Answers
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**SOCIAL STUDIES****Unit 5 Lesson 22**

<b>STANDARDS</b>	<b>SOCIAL STUDIES FOCUS</b>	<b>ADDITIONAL CONTENT LESSONS</b>	<b>ASSESSMENTS</b>
<p><b>C.1.5.1</b> Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, US Constitution)</p> <p><b>H.12.5.5</b> Compare the social, economic, political, and geographic development of the New England, Middle, and Southern Colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)</p> <p><b>H.12.5.11</b> Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain)</p> <p><b>H.12.5.12</b> Analyze the significance of various battles and military leaders during the American Revolution</p>	<p><b>Unit:</b> Slavery in the Americas</p> <p><b>Essential Question:</b> What was the impact of slavery on Africans?</p> <p><b>Supporting Questions:</b> What events led to the relocation of people from Africa to America? Why did European traders come to West Africa? What did they do? What was the triangular trade between Europe, West Africa, and the Americas?</p>	<p><b>READING SKILL STRATEGY</b> (TCI Slide 13) <b>Identify Key Details</b> <b>TCI Lesson 8: Slavery in the Americas</b> <b>BEFORE READING:</b> TCI Slides 6-9 In a Response Group, students analyze an image of a slave auction and read about how Africans responded to enslavement in West Africa, during the Middle Passage and in the colonies. Encourage students to ask additional questions about why slavery began in the United States. <b>DURING READING:</b> TCI Slides 10-24 Students will describe life in West Africa in the 1500s and how the slave trade began. Students will identify the components of triangular trade and analyze how Africans survived the Middle Passage and responded to life as slaves in the colonies. Slide 19 provides a primary source and offers an opportunity for students to learn about perspective. <b>AFTER READING:</b> Students will examine a series of images and read about how Africans responded to slavery. (Student Interactive Notebook pp.50-52)</p> <p><b>ADDITIONAL LESSON:</b> Reading Further “How Slaves Kept Hope Alive” Student text pp.116-119 Students will draw a picture that shows one way in which slaves kept hope alive and answer questions about what they are doing, and how do they feel about it. They will also answer how the slave</p>	<p>Students will use key details from the story to write a journal entry describing one day of your life as a West African caught up in the slave trade in the early 1700s.</p>

		owners might respond to this activity. This is a second opportunity for students to discuss perspectives. (Student Interactive Notebook p.53)	
<b>WORD STUDY</b> <b>Unit 5 Lesson 22</b>			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<b>L4c</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>5L6</b> Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal contrast, addition & other logical relationships	<b>STRATEGY:</b> Reference Sources <b>ACADEMIC:</b> theme, infer, predict, past perfect tense, present perfect tense, future perfect tense <b>SOCIAL STUDIES:</b> Middle Passage, overseer, slave auction, slave trade, triangular trade <b>CATEGORIES:</b> Teacher Choice	<b>Vocabulary Strategies</b> Reference Sources; TE pp. T116-T117, Projectable: 22.53  Idea Completion, LLG p, 158 Homographs, LLG p. 159 Ending –ed, LLG p. 159	
<b>5L2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>RF3a</b> Use combined knowledge of all letter sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context.	<b>SPELLING/ENCODING</b> Final /ij/, /iv/, /is/: storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language	LLG pp. 98-99 Model the Sort, p. 98 Buddy Sort p. 98 Guess My Category p. 99 Weekly Plan T126-127 Decoding: More Final Syllables TE p. T125 Reader's Notebook pp. 316-318 (use as needed)	Spelling Assessment: Refer to Section 3 of SUW.
<b>WRITING WORKSHOP</b> <b>Unit 5 Lesson 22</b>			
<b>GRAMMAR</b> <b>L1b</b> Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses. <b>L1c</b> Use verb tense to convey various times, sequences, states, and conditions. <b>L1d.</b> Recognize and correct inappropriate shifts in verb tense.	<b>SKILL</b> Perfect Tenses	Weekly Plan T128-T129 Projectables: 22.4-22.6 Reader's Notebook pp. 319-322 (use as needed)	
<b>PROCESS WRITING</b> 5W2 Write informative/ explanatory texts to examine a topic & convey ideas & information clearly. A. Introduce a topic clearly, provide a	<b>WRITING TYPE</b> Write to Inform Ideas	<b>SUW LESSONS &amp; TOOLS</b>  <b>4<sup>th</sup> Edition</b> E4-1 Color-Coding the Elements of an Informative/Explanatory Paragraph, Tool E2-41a, E2-41b,	<b>Social Studies Prompt:</b> Students will use key details from the story to write a journal entry describing one day of your life as a West African caught up

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<p>general observation &amp; focus, &amp; group related information logically; include formatting (e.g. headings), illustrations, &amp; multimedia when useful to aiding comprehension. D. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>pp. 285-287 E4-2 Planning Paragraphs with Informal Outlines, Tool E-241b, E4-2a, Tool E4-2b, pp. 287-289 E4-4 Accordion Paragraphs, Tool E2-46a, Tool E4-4a, Tool E4-4b, pp. 291-292 E4-35 Informative/Explanatory Paragraph Scoring Guide, Tool E4-35a, pp. 367-369</p> <p><b>3<sup>rd</sup> Edition</b> SUW 4-6 Color-Coding &amp; the Five Elements of Information Writing pp. 144-145 Tools 4-6a, 4-6b SUW 4-7 Planning with an Informal Outline pp. 146-148 Tools 4-5c &amp; 4-7a SUW 4-13 Practice Guides for Writing Accordion Paragraphs pp. 158-159 Tool 4-9a, 4-13a SUW 10-15 Information/Expository Paragraphs Scoring Guide* pp. 436-437 Tools 10-15a, 10-15b, and 10-15c *Use as Lesson</p>	<p>in the slave trade in the early 1700s.</p>
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