

GRADE 5 – UNIT 1 Depending on Each Other	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (fiction) <i>Night of the Spadefoot Toads</i>, by Bill Harley 610L</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) “Shells” from <i>Every Living Thing</i>, by Cynthia Rylant 870L</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) <i>Hatchet</i>, by Gary Paulsen 960L</p>	<p><u>Anchor Text (tradebook):</u> Informational Text (biography) <i>Rachel Carson: Pioneer of Ecology</i>, by Kathleen V. Kudlinski 770L</p> <p><u>Supporting Text (tradebook):</u> Informational Text <i>Rain Forest Food Chains</i>, by Heidi Moore 800L</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text <i>Pale Male: Citizen Hawk of New York City</i>, by Janet Schulman 930L</p>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none"> • “Dry as Dust” by Marilyn Singer • “Colorful Guy” by Avis Harley • “Fire-Bringers” by Marilyn Singer 	<p>Poetry</p> <ul style="list-style-type: none"> • “Food Chain” by Jon Scieszka • “In the Flooded Forest” by Susan Katz • “One Drop at a Time” by Laura Purdie Salas
Standards Highlights	Standards Highlights
<p>Theme Compare and contrast Writing technique</p>	<p>Main ideas Relationships Explanations</p>
GOALS	GOALS
<p>Readers will determine a theme of a text by comparing and contrasting how characters, settings, or events in a story are impacted by a challenge.</p> <p>Writers will use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events that show the responses of characters to challenging situations.</p> <p>Learners will demonstrate an understanding of how people change in relation to their surroundings.</p>	<p>Readers will explain the relationships or interactions between two or more concepts in a scientific text based on specific information in the text.</p> <p>Writers will write an informative/explanatory text to examine a topic and convey ideas with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic.</p> <p>Learners will demonstrate an understanding of how people, animals and all living things live in interactive ways that impact one another.</p>
Big Ideas and Content Connection	Big Ideas and Content Connection
<p>Interdependence</p> <p>Science Content Connection 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Interdependence</p> <p>Science Content Connection 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand how a character’s actions are influenced by the settings and sequence of events described in a text.</p> <p>Writers understand that writer’s techniques help readers get to know characters, their experiences, and their responses to situations.</p> <p>Learners understand that people change in relation to their surroundings.</p>	<p>Readers understand relationships or interactions between two or more individuals, concepts or events based on specific information from texts.</p> <p>Writers understand how to develop a topic with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic.</p> <p>Learners understand that people, animals, and all living things live in interactive ways and impact one another.</p>
Essential Question(s)	Essential Question(s)
<p>Readers: How do characters’ responses and reactions affect the text?</p> <p>Writers: How do writers use dialogue and details to develop characters and their experiences?</p>	<p>Readers: How do readers identify relationships and interactions in texts?</p> <p>Writers: How do writers group information logically, with supporting visuals?</p>

Sample Writing Activities	Sample Writing Activities						
<p>1. Compare Ben’s challenges in <i>Night of the Spadefoot Toads</i> with another literary character who encounters a challenge. Use evidence from the texts to create a synthesis chart. In the chart, identify the themes of the stories and how they are revealed through character actions.</p> <p>Ben</p> <table border="1" data-bbox="143 531 969 724"> <thead> <tr> <th data-bbox="143 531 350 624">Challenge</th> <th data-bbox="350 531 620 624">Action</th> <th data-bbox="620 531 969 624">What I can infer about him</th> </tr> </thead> <tbody> <tr> <td data-bbox="143 624 350 724"></td> <td data-bbox="350 624 620 724"></td> <td data-bbox="620 624 969 724"></td> </tr> </tbody> </table> <p>2. Students will write a short story in the style of <i>Every Living Thing</i>, using one or two characters to depict a specific theme related to depending on one another and overcoming a challenge.</p> <p>3. Students should offer an opinion about the response of one character in the text to their situation, agreeing or disagreeing with the character's actions and using text evidence as support.</p>	Challenge	Action	What I can infer about him				<p>1. Students will use the anchor texts, <i>Rain Forest Food Chains</i> and <i>Life in the Rain Forest</i>, to pull one or two quotes, and respond to the quotes with one piece of further research.</p> <p>2. Students will go on an Internet Field Trip to learn more about systems of ecosystems like the rain forest. They will write a travel brochure or Web site for a rain forest or other environment that is in jeopardy. Provide visuals that support main ideas. Include facts, definitions and concrete details.</p> <p>3. Students will work in small groups to research and debate saving the rain forest from different points of view, such as those of lumber mill owners, miners, farmers, ranchers, and a conservationist group fighting to preserve the forests. Students can conduct research online. Each group will create presentations that reflect their point of view.</p>
Challenge	Action	What I can infer about him					
<p>PBA</p> <p>Task: Making a Difference</p> <p>Students will write a narrative short story or drama with a clear beginning, middle, and end about a character that demonstrates a commitment to the environment.</p> <p>Stories will:</p> <ul style="list-style-type: none"> ● include real or imagined events ● create and organize a sequence of events ● use narrative techniques such as dialogue to develop experiences and show the response of the character ● use transitional words to depict the sequence of events ● craft an ending that follows the events to a conclusion. 	<p>PBA</p> <p>Task: Get the Word Out</p> <p>Students will write a clear and logical informative essay that describes what is happening to the rain forest.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● introduce the topic using an observation <i>or</i> ● explain how the plants and animals are affected and how this affects people. ● use graphs, charts, definitions, and quotations to help support their work. ● use precise, scientific, domain-specific language and vocabulary to inform the reader. ● Provide a conclusion that summarizes their information. <p>Students can make a plan for who might want to see their essay in a way that might have an impact (politician, advocacy groups, etc.)</p>						
<p>Standards</p> <p>RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and</p>	<p>Standards</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.)</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an</p>						

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>orally. SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</p>	<p>understandable pace. SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>PBA Target Standards</p>	<p>PBA Target Standards</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.</p>

GRADE 5 – UNIT 2 FINDING COURAGE	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (narrative nonfiction) <i>Heart and Soul</i>, by Kadir Nelson 1050L</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (historical fiction) <i>Operation Clean Sweep</i>, by Darleen Bailey Beard 720L (Summary: Election day is fast approaching, and twelve-year-old Cornelius Sanwick discovers a secret: his mom is running for mayor! That would be pretty neat, except that his dad is the incumbent. Corn feels torn -- surely he should warn his father. But if he does, his mother won't stand a chance. In 1916, Oregon is one of only eleven states in which women can vote, and they have to take office by stealth. Corn wonders what kind of mayor his mom would make. Would she be able to get the streetlights turned back on? Would she corral the chickens and keep their poop off the streets? And what would she do if the pickpocket Sticky Fingers Fred showed up in Umatilla?)</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text (biography) <i>Cesar Chavez: Champion of Workers</i>, by Tyler Schumacher 780L (Summary: Provides an introduction to the life and biography of Cesar Chavez, the Mexican American activist who founded the first successful farm workers' union in the United States.)</p>	<p><u>Anchor Text (tradebook):</u> Informational Text (narrative nonfiction) <i>Escape to Freedom: The Underground Railroad Adventures of Callie and William</i>, by Barbara Brooks-Simon 720L</p> <p><u>Supporting Text (tradebook):</u> Informational Text <i>The Great Migration</i>, by Jacob Lawrence 830L</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text <i>Angel Island</i>, by Alice K. Flanagan 980L (Summary: Describes the exclusionary practices which kept many hopeful Chinese emigrants from entering the U.S., how they were detained and questioned at Angel Island in the San Francisco Bay and how the experience affected them.)</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<p>Poetry</p> <ul style="list-style-type: none"> • “A Song for Suffrage” by Bobbi Katz • “Las manos de mi madre / My Mother’s Hands” by Francisco X. Alarcón • “Another Mountain” by Abiodun Oyewole 	<p>Poetry</p> <ul style="list-style-type: none"> • “Harriet Tubman” by Eloise Greenfield • Poems from the Walls of Angel Island
Standards Highlights	Standards Highlights
<p>THEME ANALYSIS OPINION</p>	<p>MAIN IDEAS SUMMARIZING REASONS AND EVIDENCE</p>
GOALS	GOALS
<p>Readers understand that visual elements of a text have an impact on the meaning and tone.</p> <p>Writers will write to express an opinion supporting a point of view with reasons and information.</p> <p>Learners will explore ways people have responded to inequality and injustice.</p>	<p>Readers will deepen their understanding of the main idea through art and information presented in the text.</p> <p>Writers will examine a topic and convey ideas and information clearly.</p> <p>Learners will explore movements and how they impact people and societies.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Obstacles</p> <p>Social Studies Content Connection 5.9.b Groups of people, particularly groups of women, Native Americans, African Americans, and other cultural, ethnic, and racial minorities in Western Hemisphere countries have responded to inequality and injustice with a variety of tactics. 5.5.d Although colonial oppression was one catalyst for revolution, new nations used race, religion, gender, and economic status to officially and unofficially differentiate treatment of the population.</p>	<p>Conviction</p> <p>Social Studies Content Connection 5.9.a The concept of justice suggests that the rules of the government should be applied equally to all people. 5.9.b Groups of people, particularly groups of women, Native Americans, African Americans, and other cultural, ethnic, and racial minorities in Western Hemisphere countries have responded to inequality and injustice with a variety of tactics.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.</p>	<p>Readers understand that authors support main ideas with key details, providing reasons and evidence to explain the relationships between individuals, ideas, and concepts within a text.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.</p> <p>Learners understand that people respond to inequality and injustice with a variety of tactics.</p>	<p>Writers understand that informative/explanatory texts examine a topic and convey ideas and information by drawing upon evidence from both literary and informational texts to support analysis, reflection, and research.</p> <p>Learners understand that large-scale movements are produced by a unique confluence of leadership and events.</p>								
<p>Essential Question(s)</p>	<p>Essential Question(s)</p>								
<p>How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?</p> <p>How is theme revealed through details of the text?</p>	<p>How does understanding the relationships among individuals and historical events help readers understand text?</p> <p>Why is it important for writers to incorporate multiple points of view when writing to explain?</p>								
<p>Writing Activities</p>	<p>Writing Activities</p>								
<p>1. Students will choose a historical milestone from the book “Heart and Soul” and write a social media message that conveys the impact of that event from multiple perspectives, considering how it may have impacted an individual family vs. the diverse racial groups within a community vs. the country as a whole.</p> <p>2. Students will research courageous leaders that responded to major historical events by documenting their experiences in diaries, speeches and autobiographies, taking notes on facts and specific quotes that support their point of view. Students will write an informative essay (1 page) to summarize their findings.</p> <p>3. Students analyze multiple resources to identify emerging themes and will write to express their opinion about the types of inequalities/injustices that have inspired leaders to engage in courageous acts. (2 pages)</p>	<p>1. Have students take careful notes about the how the author uses reasons and evidence (facts, examples, etc.) to support particular points in the text. Students will identify which reasons and evidence support which points. Have students fill out a chart with the following columns: Main Idea, Point(s) in the Text, Reasons, Evidence.</p> <table border="1" data-bbox="1030 1028 1866 1190"> <thead> <tr> <th>Main Idea</th> <th>Point(s) in the text</th> <th>Reasons</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>2. Have students write an informational sketch (1-page) to examine and explain the interaction/relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the texts (Lawrence's text and Myers's poem).</p> <p>3. Based on what students have learned about courage throughout the module, have them answer the question What is courage? Have them write a short explanation as they would a social media message, keeping it to 140 characters. Have them determine a clear purpose and audience for their message.</p>	Main Idea	Point(s) in the text	Reasons	Evidence				
Main Idea	Point(s) in the text	Reasons	Evidence						
<p>PBA Description</p>	<p>PBA Description</p>								
<p>Task: Speeches for Justice</p> <p>Students will choose an example of inequality/injustice that inspires them, either from their reading, their own lives or the world around them, using facts, details, and evidence from the texts as well as quotes where possible, write a speech to share with the class, advocating for change.</p> <p>The speeches can be recorded and shared through visuals or audio.</p>	<p>Task: Acts of Courage</p> <p>Students will respond to the question: How are acts of courage revealed? Students will write a brief informative/explanatory text to examine this topic.</p> <p>Students will:</p> <ul style="list-style-type: none"> introduce (describe) a worthy, courageous person or group of people who overcame odds from one of the texts include graphics or visuals that demonstrate the setting edit their writing for the grammar conventions studied so far this year upload their writing to the classroom blog or a class wiki so that others can read and comment on it. 								
<p>Supporting Standards Taught*</p>	<p>Supporting Standards Taught*</p>								
<p>RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when</p>								

<p>grouped to support the writer’s purpose.</p> <ul style="list-style-type: none"> b Provide logically ordered reasons that are supported by facts and details. c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d Provide a concluding statement or section related to the opinion presented. <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)</p> <p>2 W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> a Apply grade 5 Reading standards to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”). <p>SL.5.2 Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>useful to aiding comprehension.</p> <ul style="list-style-type: none"> b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d Use precise language and domain-specific vocabulary to inform about or explain the topic. e Provide a concluding statement or section related to the information or explanation presented. <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> a Apply grade 5 Reading standards to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact]”). <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b Follow agreed-upon rules for discussions and carry out assigned roles. c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.2 Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically, and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly and at an understandable pace.</p>
<p>PBA Target Standards</p>	<p>PBA Target Standards</p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b Provide logically ordered reasons that are supported by facts and details. c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d Provide a concluding statement or section related to the opinion presented. 	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

GRADE 5 – UNIT 3 Understanding the Universe	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (science fiction) George’s Secret Key to the Universe, by Lucy & Stephen Hawking (308 page book) 850L [Summary: In their bestselling book for young readers, noted physicist Stephen Hawking and his daughter, Lucy, provide a grand and funny adventure that explains fascinating information about our universe, including Dr. Hawking's latest ideas about black holes. It's the story of George, who's taken through the vastness of space by a scientist, his daughter, and their super-computer named Cosmos.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (narrative nonfiction) The Man Who Went to the Far Side of the Moon, by Bea Uusma Schyffert, Chronicle Books, 2003 (12 pages) 800L [Summary: This is the story of Michael Collins, the Apollo 11 astronaut who went all the way to the moon but never walked on its surface. Instead, he orbited the moon 14 times, surrounded by 701 power switches and 20 pounds of checklists. Reminiscent of a scrapbook, this extraordinary book chronicles what Michael Collins did, saw, and thought about in space. Through fascinating facts, quotes, checklists, original drawings, and photos taken both in space and on Earth, it also tells how the astronauts prepared for their historic journey, what they brought with them, and what they left behind.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (science fiction) Mayday on Moon of Jupiter, by Stacia Deutsch, Commissioned (8 pages) 870L [Summary: Justin and Alicia Marsen join an expedition to explore the far reaches of the solar system. On a mission to explore Jupiter, Justin and Alicia crash-land on Europa, one of the planet’s moons. While on the moon’s icy surface, the brother and sister make an amazing discovery.]</p>	<p><u>Anchor Text (tradebook):</u> Informational Text Our Solar System, by Seymour Simon (64 page book) NC1020L [Summary: Born almost 5 billion years ago at the edge of the Milky Way galaxy, our Solar System is a place filled with mystery and wonder. In the last fifty years, we have learned more than ever about the farthest reaches of our world. With dramatic full-color photographs and spacecraft images, <i>Our Solar System</i> takes young readers on a fascinating tour of the sun, the eight planets, and their moons, plus asteroids, comets, and meteoroids. Award-winning science writer Seymour Simon has teamed up with the Smithsonian Institution on this new, updated edition of his much admired book about the vast and mystifying part of the universe that we live in.]</p> <p><u>Supporting Text (tradebook):</u> Informational Text Our Mysterious Universe, by Laura Langston (40 page book) 980L [Summary: The universe is a source of spectacular beauty and great mystery. Our Mysterious Universe answers many questions, highlights discoveries from the past, and discusses theories about the future.]</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text A Black Hole Is Not a Hole, by Carolyn Cinami DeCristofano, Charlesbridge, 2012 (25 page) 900L [Summary: If a black hole is not a hole, then what is it? Find out what black holes are, what causes them, and how scientists first discovered them. Learn how astronomers find black holes, get to know our nearest black-hole neighbor, and take a journey that will literally s-t-r-e-t-c-h the mind.]</p>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none"> • “the sun” by Douglas Florian from <i>Comets, Stars, the Moon, and Mars</i>, Harcourt Books, 2007. • “The Great Red Spot” by Laura Purdie Salas from <i>And Then There Were Eight</i>, Capstone Press, 2008. 	<p>Resources</p> <ul style="list-style-type: none"> • “How Far Out Is Way Out There?” – an illustration that gives an idea of Earth’s distance from other astronomical objects (from <i>A Black Hole Is Not a Hole</i> by Carolyn Cinami DeCristofano) <p>Poetry</p> <ul style="list-style-type: none"> • “the solar system” by Douglas Florian from <i>Comets, Stars, the Moon, and Mars</i>, Harcourt Books, 2007. • “the Black hole” by Douglas Florian from <i>Comets, Stars, the Moon, and Mars</i>, Harcourt Books, 2007.
Standards Highlights	Standards Highlights
Character Interactions Text Structure Point of View	Words/Phrases Quotes/Inference Text Features
GOALS	GOALS
Readers will use the scenes and chapters to understand the overall structure of a text. Writers will use narrative elements to write a fictional story and writers will use. Learners will explore how the world is influenced by science.	Students will determine the meaning of words and phrases to understand information in the text. Writers will examine a topic and convey ideas and information clearly to write an informational story. Learners will explore Earth’s solar system as well as other parts of the universe.
Big Idea and Content Connection	Big Idea and Content Connection

<p>Curiosity</p>	<p>Solar System</p> <p>Science Content Connection The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)</p> <p>ESS1.B: Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2).</p>																										
<p>Enduring Understandings</p>	<p>Enduring Understandings</p>																										
<p>Readers understand that a series of chapters or scenes fit together to develop characters and events and provide overall structure.</p> <p>Writers understand that writers must write clearly and coherently to develop and organize task, purpose and audience.</p> <p>Learners understand that the universe is a fascinating and complex place and people interpret it through literary text as well as through science.</p>	<p>Readers understand the meanings of domain specific words when reading informational texts.</p> <p>Writers understand that illustrations, photos, diagrams, and other visual elements convey important information.</p> <p>Learners understand that scientists continue to study and reveal new information about our solar system and the universe.</p>																										
<p>Essential Question(s)</p>	<p>Essential Question(s)</p>																										
<p>Readers: How do we use the scenes within a chapter to provide an understanding of the overall structure of a book?</p> <p>Writers: Writers: How can we analyze and evaluate a writer's techniques to develop an original narrative?</p>	<p>Readers: How do readers make sense of informational text with many unfamiliar words?</p> <p>Writers: Why do writers choose to convey information in visual ways?</p>																										
<p>Writing Activities</p>	<p>Writing Activities</p>																										
<p>1. Students will compare and contrast the actions of the different characters in <i>George's Secret Key to the Universe</i> and the individuals in "The Man Who Went to the Far Side of the Moon," drawing on specific details from the text, to answer the question: <i>What do characters' actions reveal about the characters themselves?</i> 1-2pp.</p> <table border="1" data-bbox="157 1569 993 1905"> <thead> <tr> <th>Character</th> <th>Physical Appearance</th> <th>Actions</th> <th>Feelings</th> <th>Reactions of Others</th> </tr> </thead> <tbody> <tr> <td>George</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pig, Freddy</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Annie</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Students will write an explanation of how a series of chapters or scenes, including the factual information and photographs, fit together to provide the overall structure of the story by answering: <i>How do the details revealed about the character, character motives, and setting connect with the structure of narrative? How do the photographs, images support your understanding of the text?</i> 1-2pp</p> <p>3. Examine the point of view/perspective of the narrative nonfiction text ("The Man Who Went to the Far Side of the Moon"). Then create a fictional journal entry (1 page) from the point of view of one of the main characters. Use text details to describe events and personal reactions to them.</p>	Character	Physical Appearance	Actions	Feelings	Reactions of Others	George					Pig, Freddy					Annie					<p>1. Students will quote accurately from <i>Our Solar System</i> and <i>Our Mysterious Universe</i> when explaining what the text says explicitly and when drawing inferences from the text.</p> <table border="1" data-bbox="1032 1479 1868 1600"> <thead> <tr> <th>Details +</th> <th>What I know =</th> <th>My inference</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Students will use the glossary, table of contents and/or the index in both <i>Our Solar System</i> and <i>Our Mysterious Universe</i> to ask and answer questions about the texts.</p> <p>3. Much of what we know about planets and stars began with observations of how things work on Earth. Based on the readings, what discovery has made the most impact? Use evidence from the texts to support your opinion.</p>	Details +	What I know =	My inference			
Character	Physical Appearance	Actions	Feelings	Reactions of Others																							
George																											
Pig, Freddy																											
Annie																											
Details +	What I know =	My inference																									
<p>PBA</p>																											

<p>Task: Science Fiction and Critique</p> <p>Students will write a 1-2 page science fiction story using effective dialogue, descriptive details, and clear event sequences, modeled after <i>George's Secret Key to the Universe</i>. Students will create an illustration or photograph to accompany their story.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters • Organize an event sequence that unfolds naturally, using a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use narrative techniques, such as dialogue, description, and pacing, to develop their story or show the responses of characters to situations. • Use concrete words and phrases and sensory details to convey experiences and events precisely. <p>Students will pair their story with a 1-page critique of the anchor text, focusing on key elements that are particularly effective, engaging, or challenging about the novel and the effect on the reader.</p>	<p>Task: Scientific Journal Research</p> <p>Scientists continue to study and reveal new information about our solar system and the universe.</p> <p>Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of their topic. Students will use this research to create journal articles on new and exciting information on the universe.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses. • Use precise language and domain-specific vocabulary to inform about the topic. • Provide a concluding statement or section related to the information or explanation presented
<p>Supporting Standards Taught*</p>	<p>Supporting Standards Taught*</p>
<p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>PBA Target Standards</p>	<p>PBA Target Standards</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

GRADE 5 – UNIT 4 Exploring New Worlds	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (literary nonfiction) Hudson, by Janice Weaver, Tundra Books, 2010 (48 page book) 1040L [Summary: History has not been kind to Henry Hudson. He's been dismissed as a short-tempered man who played favorites with his crew and had an unstoppable ambition and tenacity. Although he gave his name to a mighty river, an important strait, and a huge bay, today he is remembered more for the mutiny that took his life. The grandson of a trader, Hudson sailed under both British and Dutch flags, looking for a northern route to China. Although none of his voyages led to the discovery of a northwest passage, he did explore what is now Hudson's Bay and what is now New York City.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (historical fiction) Pedro's Journal, by Pam Conrad, Scholastic Inc., 1991 (80 page book) 830L [Summary: Young Pedro, a boy who accompanied Christopher Columbus on his voyages, recounts in his journal the sights he sees and the adventures and dangers he encounters on the trip.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) Secrets of the Canyon Cave, by Gaby Triana 820L [Summary: While on a scavenger hunt in the Four Corners region, Brendan and Ría stumble upon an Anasazi cave dwelling.]</p>	<p><u>Anchor Text (tradebook):</u> Informational Text The World Made New, by Marc Aronson & John W. Glenn, National Geographic Society, 2007 (64 page book) 1100L [Summary: <i>The World Made New</i> provides a detailed account of the charting of the New World and the long-term effects of America's march into history. The text uses primary sources to bring history to life and features evocative profiles of the major explorers of the age. The book is beautifully illustrated with full-color artwork, multiple-time lines, and six custom National Geographic maps. The text and layout combine to provide an enlightening overview of New World exploration, and outline the historical context for the discoveries that literally changed the world.]</p> <p><u>Supporting Text (tradebook):</u> Informational Text Explorers of North America, by Christine Taylor-Butler, Children's Press / Scholastic Inc., 2008 (48 page book) 650L [Summary: In this book, readers will learn about the challenges faced by important explorers like Christopher Columbus, James Cook, Leif Erikson, Hernan Cortés, Lewis and Clark, and Barbara Washburn.]</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text New Beginnings: Jamestown and the Virginia Colony, 1607-1699, by Daniel Rosen, National Geographic, 2005 (48 page book) 790L [Summary: What makes people give up their life of comfort to travel thousands of miles across the sea to an uncharted land? This is what many have wondered about the settlers who made their way from England to the Virginia Colony in the early 1600s. From their arrival in 1607, the settlers of Jamestown faced many difficult challenges including starvation, Indian aggression, deaths by disease, or even unwanted governance. Through it all, the small band of survivors fought to keep their dream alive-and a band of Native Americans fought to keep their home from being destroyed. <i>New Beginnings</i> is a story of determination, defeat, and finally the triumph of the settlers.]</p>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none"> • "A Map and a Dream" by Karen O'Donnell Taylor from <i>GOT Geography! Poems Selected by Lee Bennett Hopkins</i>, Greenwillow Books / HarperCollins, 2006. • "Learning the World" by Kristine O'Connell George from <i>GOT Geography! Poems Selected by Lee Bennett Hopkins</i>, Greenwillow Books / HarperCollins, 2006. • "Cliff Dwelling" by John Gould Fletcher from <i>Poetry: A Magazine of Verse. 1912-1922</i>. (http://www.bartleby.com/300/662.html) 	<p>Poetry</p> <ul style="list-style-type: none"> • "Christopher Columbus" by J. Patrick Lewis from <i>A World of Wonders</i>, Dial Books for Young Readers / Penguin Putnam Inc., 2002. • "Latitude Longitude Dreams" by Drew Lamm and James Hildreth from <i>GOT Geography! Poems Selected by Lee Bennett Hopkins</i>, Greenwillow Books / HarperCollins, 2006. • "Early Explorers" by Marilyn Singer from <i>GOT Geography! Poems Selected by Lee Bennett Hopkins</i>, Greenwillow Books / HarperCollins, 2006.
Standards	Standards
Quote Accurately Inference Compare & Contrast	Multiple Main Ideas Compare and Contrast Evidence, Details
GOALS	GOALS
<p>Readers will use details in the text to compare and contrast and draw inferences.</p> <p>Writers will write opinion pieces on topics or texts, supporting a point of view with reasons and information, quoting accurately from text.</p> <p>Learners will understand that explorers had an impact on the physical and human environment.</p>	<p>Readers will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.</p> <p>Writers will write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Learners will understand how exploration and settlement reflected and altered people's views and understanding of the world.</p>
Big Idea and Content Connection	Big Idea and Content Connection
Exploration Impact	Exploration Impact

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>Social Studies Content Connection 5.4.a European migration and settlement reflected and altered people's views and understanding of the world. 5.4.c European and Native American settlement had an impact on physical and human environments, with both positive and negative effects. 5.4.d Cultural diffusion between Europeans and Native Americans reshaped the lives and beliefs of all groups.</p>	<p>Social Studies Content Connection 5.4.a European migration and settlement reflected and altered people's views and understanding of the world. 5.5.a During colonial eras, Europeans held beliefs about power and economic needs that led them to colonize and exert control over other lands and people.</p>															
<p>Enduring Understandings</p>	<p>Enduring Understandings</p>															
<p>Readers understand that comparing and contrasting texts helps build awareness of similar themes and topics.</p> <p>Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions.</p> <p>Learners understand that explorers have positive and negative impact.</p>	<p>Readers understand that multiple main ideas in informational text are supported through details in the text.</p> <p>Writers understand that a concluding statement or section summarizes the opinion presented in opinion pieces.</p> <p>Learners understand that exploration and settlement reflected and altered people's views of and understandings of the world.</p>															
<p>Essential Question(s)</p>	<p>Essential Question(s)</p>															
<p>How do readers quote accurately from text? How do writers support a point of view with reasons and information?</p>	<p>How does a reader explain relationships between individuals, events and ideas from historical texts? How do writers use facts and details to support their opinions and convey ideas clearly?</p>															
<p>Writing Activities</p>	<p>Writing Activities</p>															
<p>1. Students will quote accurately from <i>Hudson</i> when explaining what the text says explicitly and when drawing inferences from the text.</p> <table border="1" data-bbox="157 1305 993 1554"> <thead> <tr> <th>Inference</th> <th>Clue</th> <th>Proof</th> </tr> </thead> <tbody> <tr> <td><i>What do you think will happen?</i></td> <td><i>A quote that led you to that inference.</i></td> <td><i>A quote that proves whether or not your inference was correct.</i></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Students will compare and contrast the ways in which the authors of <i>Hudson</i> and <i>Pedro's Journal</i> approach exploration and discovery. Students will write a compare-contrast essay. summary-</p> <p>3. Based on the reading of <i>Hudson</i>, what was Henry Hudson's major contribution? Students will write a 1-2-page opinion essay to support a point of view with reasons and information from the text.</p>	Inference	Clue	Proof	<i>What do you think will happen?</i>	<i>A quote that led you to that inference.</i>	<i>A quote that proves whether or not your inference was correct.</i>				<p>1. Students will explain the relationships or interactions between explorers in history based on specific information in the text.</p> <p>2. Students will compare and contrast the overall structure of the information in <i>The World Made New and Explorers of North America</i> to determine how the structure supports the presentation of ideas.</p> <p>3. Students will explain how an author uses reasons and evidence to support particular points in a <i>The World Made New</i>, identifying which reasons and evidence support which point(s).</p> <table border="1" data-bbox="1032 1532 1868 1650"> <thead> <tr> <th>Points</th> <th>Reasons</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Points	Reasons	Evidence			
Inference	Clue	Proof														
<i>What do you think will happen?</i>	<i>A quote that led you to that inference.</i>	<i>A quote that proves whether or not your inference was correct.</i>														
Points	Reasons	Evidence														
<p>PBA Description</p>	<p>PBA Description</p>															
<p>Task: Point of View</p> <p>Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt:</p> <p>Students will respond: What was your opinion of Henry Hudson (or another explorer) at the beginning of the story? How did your opinion change by the end? Students will support their point of view with reasons and information from the text.</p> <p>Students will:</p> <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details, Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. Provide a list of sources for information presented. 	<p>Task: Packing for the Unknown: An Editorial</p> <p>Students will refer to pages 30-31 of <i>Explorers of North America</i> and use what they have learned about explorations in history to prepare for the unknown. They will write an editorial for a newspaper of the time period.</p> <p><i>Students will</i> write this editorial to try to convince others that their expedition is worthwhile.</p> <ul style="list-style-type: none"> State an opinion, and create an organizational structure in which ideas are logically grouped to support why they have chosen to go on this expedition and for what purpose. Provide logically ordered reasons as to why this journey is important to society (finding something new, solving problems, etc.), supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 															

Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</p>	<p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. NOTE: To achieve this standard, use the Anchor Text from Module A with the Anchor Text from this module.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting</p> <p>SL.5.2 Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p>
PBA Target Standards	PBA Target Standards
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>W.5.1.b. Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.d. Provide a concluding statement or section related to the opinion presented.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)