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| Theme 1 Duration: Sept 4th – October 10th  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 1: Rope Burn/Tree House2: Line Drive/Ninth Inning | RL1, RL4RI1, RI4 | RL6 | Create questions to get to: Describe how a narrator’s or speaker’s point of view influences how events are described. (T 44) | Below– Wrong Way |
| 3: Chang Flute/Ozan, Musician4: Daring Nellie Bly/Bly’s Book5: “All for the War” (SS text, pg. 94 – 97) \*This is to replace Reader’s Theater |  | RL3RI6 | Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text.Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Use leveled readers to C/CAbove and on grade level: “Alice Williamson’s Diary <http://library.duke.edu/rubenstein/scriptorium/williamson/text.html> Below grade level: Carrie Berry’s journal from the war<http://americancivilwar.com/women/carrie_berry.html>Also, Discovery Education video: “Civil War” 15:00 |
| Theme 1 Assessment: October 11th and 12th  |

5RL1 – Quote accurately from a text when explaining what the text says explicitly \*year long

5RI1 – Quote accurately from a text when explaining what the text says explicitly \*year long

5RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area \*year long

5RI4 – Determine the meaning of words and phrases as they are used in a text \*year long

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| Theme 2 Duration: October 15th – November 28th  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 6: Night of San Juan/Festival7: When the Circus Came to Town/Poetry (3) | RL2 | RL1RL9 | Lesson 6, teaching inferencesUse with leveled readers to: Compare and contrast stories in the same genre on their approaches to similar themes and topics | Above – Violin LessonsOn – What a CircusBelow – Absentminded PerformerTeachertube: A Chair For My Mother |
| 8: When Washington Crossed the Delaware/In 17769: Leonardo’s Horse/Bellerophon |  | RI5RL7 | Compare and contrast the overall structure of two texts (use with another text in lesson 14)Add versions to Bellerophon to get to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. | You Tube video clip versions of myth<http://www.youtube.com/watch?v=-RlBdWQX_Ow>      Start video at :55 marker.  <http://www.youtube.com/watch?v=KkoDWPNNun8>      <http://www.youtube.com/watch?v=KkoDWPNNun8>        |
| Theme 2 Assessment: November 29th – 30th |

5RL2 – 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.

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| Theme 3 Duration: December 3rd – January 16th  |  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 11: Sailing Home 12: Ultimate Field Trip/Florida Everglades |  | RI1RI9 | Everglades: quote accurately from a text, make inferencesAdd additional text to get to: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably. | <http://stinkywinkie.com/fitzgerald/index.html>Video: Magic School Bus: Mussel BeachUse leveled readers |
| 13: Stormalong/Paul Bunyon14: A Drop of Water/Steam, Rain, Ice Cycle |  | RL4RI3RI5 | Exaggeration/Humor in StormalongRI3 (Explain the relationships or interactions between two or more ideas)Compare text structure to lesson 8 to get to: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |  |
| Theme 3 Assessment: January 17th – 18th  |

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| Theme 4 Duration: January 22nd – March 13th  |  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 16: The School Story/Anasazi17: Nothing Ever Happens/The Artist’s Eye | RL1(inference) | RI1 (In Artist’s Eye) | Add inferencing questions |  |
| 18: Replace current stories with a persuasive reading study19: Inventing the Future/ | RI2 | RI8 | Use articles to get to: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.Stretch to: Determine *two or more* main ideas of a text and explain how they are supported by key details. | [http://area1fifth.wikispaces.com/Persuasive+Texts](http://area1fifth.wikispaces.com/Persuasive%2BTexts)Use the articles to level the instruction for persuasion- many articles to choose from. |
| Theme 4 Assessment: March 14th – 15th  |

5RL1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5RI2 - Determine two or more main ideas of a text and explain how they are supported by key details

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| Theme 5 Duration: March 18th – May 1st |  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 21: Interrupted Journey/Kids in Action22: Power of WOW/Got a Problem? | RL2 (summarize) | RI2RL5 | Determine two or more main ideas of a text and explain how they are supported by detailsStretch to: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular drama | <http://www.smarterbalanced.org/smarter-balanced-assessments/>Under English Language Arts/Literacy, Grades 3 – 5 in a zip drive. Look for Poem, “Golden Keys” |
| 23: Any Small Goodness/Ant and the Dove, Lion and the Mouse24: Chester Cricket/Central Park | RL4 – partMetaphor, Simile,Personification,Rhythm (Central Park) | RL4 | Literal and Nonliteral, Idioms | Leveled Reader – Paul Bunyan makes Progress (Exaggeration)“Central Park”“The Final Deployment by Anna Prokos (alliteration)“Louder than a Clap of Thunder” for repetition, humor, rhythm<http://www.teachingkidsbooks.com/5th-6th-grade/idioms> |
| Theme 5 Assessment: May 2nd - 3rd  |

5RL4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5RL2 – Summarize the text

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| Theme 6 Duration: May 6th – June 5th  |  |
| Lessons | CCSS – already covered | Additional CCSS To Be Addressed | Instructional shift (add or alter lesson to include) | Suggested Texts/Notes |
| 26: Lewis and Clark/Hupa and Yurok27: Klondike Kate/Sourdough | RI2 | RI7 | Additional sources to get to: 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. | Leveled: Lesson 27 ELL “Gold Stampede”<http://museumca.org/goldrush><http://www.proteacher.com/redirect.php?goto=4279>[http://www.calgoldrush.com/resources/gr timeline.html](http://www.calgoldrush.com/resources/gr%20timeline.html)Discovery Ed Video: “Bodie: Gold Rush to Ghost Town” and “trail to riches: The California Gold Rushes and Settlement of the Pacific Northwest” |
| 28: The Top of the World/Poem, Almanac29: The Man Who Went to the Far Side of the Moon/Space Race | RI2 |  |  |  |
| Theme 6 Assessment: June 6th – 11th  |

5RI2 - Determine two or more main ideas of a text and explain how they are supported by key details;