

**Grade 5 English Language Arts Year at a Glance 2019-2020**  
**Pre-requisites: Grade 4**

Grade 5	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
<b>Unit 1: Innovation and Discovery</b>	25-30 days	<b>Reading:</b> RI.1, RI.2, RI.3, RI.4, RI.9 <b>Writing:</b> W.2 <b>Language:</b> L.2, L.4	<b>Description:</b> Students will read nonfiction texts about transformative ideas and how passion and persistence can help people achieve their goals, turn their ideas into action, and transform their world.  <b>Big Idea:</b> Having passion and persistence can help one transform their ideas into actions and lead to making changes in the world.  <i>Core Works: A variety of informational texts, Shipwreck at the Bottom of the World, Abraham Lincoln Photo-biography</i>	<input type="checkbox"/> <i>How can passion and persistence help you achieve your goals?</i> <input type="checkbox"/> <i>How do discoveries transform lives?</i> <input type="checkbox"/> <i>How can people transform their world?</i>	<b>Analysis Task -</b> Creating an Infographic Students will read <i>The Boy Who Invented TV</i> and view the video, <i>Television</i> . Students will use information and quotations from both sources to produce an infographic that answers the question: <i>What events contributed to the development of the television?</i>
<b>Unit 2a: Revolutionary Perspectives</b>	20-30 days	<b>Reading:</b> RI.1, RI.2, RI.3, RI.4, RI.6, RI.8, RI.9 <b>Writing:</b> W.2 <b>Language:</b> L.1, L.2, L.4 <b>Speaking and Listening:</b> SL.4, SL.5, SL.6	<b>Description:</b> Students will read primary and secondary sources with a focus on perspective to explore the road to the American Revolution through multiple points of view as they read like historians to uncover truths from this note-worthy time period.  <b>Big Idea:</b> We can look to history to see how people and events effect our lives today.  <i>Core Works: Several articles from Toolkit Texts Short Non-fiction for American History The American Revolution and Constitution</i>	<input type="checkbox"/> <i>How can people and events transform the world?</i> <input type="checkbox"/> <i>When is it necessary to challenge authority</i>	<b>Research Task:</b> Hidden Figures in the American Revolution Students research a lesser known figure of the American Revolution and participate in a Living Museum in which they present a speech as that person about their life and their contributions to the American Revolution.

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<b>Unit 2b: Historical Fiction Genre Study</b>	25-31 days	<b>Reading:</b> RL.1, RL.2, RL.3, RL.4, RL.6 <b>Writing:</b> W.1 <b>Language:</b> L.1, L.2, L.3, L.4, L.5 <b>Speaking and Listening:</b> SL.1, SL.4, SL.5, SL.6	<b>Description:</b> Students will use what they learned about the American Revolution to evaluate the accuracy of historical fiction novels that take place during this time period.  <b>Big Idea:</b> Historical Fiction is a genre in which an author uses history as a setting for a fiction story.  <i>Core Works: A variety of literary texts, Toliver's Secret, Phoebe the Spy, Chains, The True Confessions of Charlotte Doyle</i>	<input type="checkbox"/> <i>How do authors combine fiction and historical fact to create a work of historical fiction?</i> <input type="checkbox"/> <i>When is it necessary to challenge authority?</i>	<b>Analysis Task - Historical Fiction Book Talk</b> Throughout the unit, students will read a historical fiction novel. Students will write a book review as to whether or not the novel should be included on a website's "must read" list of historical fiction based on how well it fits the characteristics of the genre. Students will add a multimedia component and present their book talk to the class.

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<b>Unit 3: Writing Worth Reading</b>	25 –30 days	<b>Reading:</b> RL.1, RL.2, RL.3, RL.4 <b>Writing:</b> W.3 <b>Language:</b> L.1, L.2, L.4, L.5 <b>Speaking and Listening:</b> SL.4, SL.6	<b>Description:</b> Students examine a variety of literary text including tall tales, poetry and novels. They continue to summarize and determine the theme of these texts while being introduced to the concept of tone. They explore author's craft in order to determine how authors' create high quality pieces of writing.  <b>Big Idea:</b> Authors use various writing techniques and find inspiration for writing from a variety of places.  <i>Core Works: Various literary texts, Project Mulberry, The Mixed Up Files of Mrs. Basil E. Frankweiler, Wonder, The White Mountains</i>	<input type="checkbox"/> <i>What makes a piece of writing worth reading?</i> <input type="checkbox"/> <i>How do authors craft writing worth reading?</i>	<b>Narrative Task – Original Narrative</b> Students read novels by award winning authors. The theme of being an individual is revealed through each of these stories. Students write an original narrative, either real or imagined, that addresses this theme.

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<b>Unit 4: Our Ever Transforming World</b>	18-20 days	<b>Reading:</b> RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, RI.9 <b>Writing:</b> W.1, W.8 <b>Language:</b> L.1, L.4 <b>Speaking and Listening:</b> SL.4, SL.5, SL.6	<b>Description:</b> Students analyze how information helps to transform and clarify our thinking. Students also analyze how the world has changed and how the change impacts us.  <b>Big Idea:</b> Information and transformations in the world drastically impacts the way we think about life.  <i>Core Works: Various informational texts, World Without Fish</i>	<input type="checkbox"/> <i>How does information help to transform and clarify our thinking?</i> <input type="checkbox"/> <i>How has our world transformed and how does this change impact us?</i>	<b>Research Task – Public Service Announcement</b> A local congressperson wants to invest money into a scientific field that will support the protection of our earth. Students choose a field of science to research, use at least two texts and one video source, and at least two multimedia resources. Students create and present their PSA.
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<b>Unit 5: Risk and Reward</b>	22- 26 days	<b>Reading:</b> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9 <b>Writing:</b> W.3 <b>Language:</b> L.2, L.4, L.5 <b>Speaking and Listening:</b> SL.4, SL.5, SL.6	<b>Description:</b> Students analyze character decisions and values in order to better understand why characters take risks. Students also discuss and identify elements of fantasy stories as they compare how two authors develop similar themes in two fantasy stories.  <b>Big Idea:</b> Decisions we make often reveal what we believe and value. Decisions are also impacted by weighing the risks and rewards.  <i>Core Works: Various literary texts, The One and Only Ivan, Frindle, Tuck Everlasting, The Hobbit</i>	<input type="checkbox"/> <i>How do the choices we make reflect our beliefs and values?</i> <input type="checkbox"/> <i>When is the risk worth the reward?</i>	<b>Narrative Task - Graphic Novel from Another Point of View</b> Students choose an important event from their novel to analyze. Then, students rewrite the event from a different point of view in the form of a graphic novel. Students will share their graphic novels with their peers.