



5th Grade Literacy and Content Year at A Glance

Assessed on the Common Assessment

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Introduce Narrative Writing, Literary essay around character as Responding to Reading</p>	<p>November: Introduce Informational Writing: Research Reports, continue other genres</p> <p>January: Literary Essay around theme</p>	<p>February: Introduce Opinion Writing: Argumentative Essay Continue literary essays in other genres (blogs, reading responses)</p> <p>March: Return to Informational Writing to compile Civil War research, or other genres</p>	<p>Introduce Narrative Memoirs, continue other genres</p>
<p>Science Content: Stars and the Solar System</p>	<p>Science Content: Interactions of Earth's Major Systems</p> <p>Social Studies Content: Underground Railroad</p>	<p>Social Studies Content: Civil War</p>	<p>For this unit, consider student research units (social studies or science in nature) based on student choice. Think passion projects/PBL/Design Thinking.</p>
<p>Unit 0: Set up a Reader's and Writer's Workshop</p> <p>Unit 1 Content: This is a literature unit that begins early book clubs. ***Best if realistic fiction novels</p> <p>Have ideas while reading, including:</p> <ul style="list-style-type: none"> ● RL5.1 Making interpretations about the text ● RL5.3 Character development ● RL5.3 Comparing/ contrasting 2 characters ● RL5.2 Identifying big idea themes that represent the whole text and theme statements ● RL5.1 Noticing and interpreting symbolism in a text (intro) ● RL5.4 Determine the meaning of words and phrases as they are used in the text, including figurative language. ● RL5.5 Notice how parts of a text fit 	<p>Unit 2 Content: This is an informational research unit.</p> <ul style="list-style-type: none"> ● RI5.10 Notice that some nonfiction texts are very complex and harder to understand ● RI5.5 Use text structures to organize our thinking about the text ● RI5.4 Apply vocabulary strategies in nonfiction ● RI5.3 Read analytically, and begin to notice relationships between parts of a text with the whole ● RI5.2 Summarize in concise versions of the text's main ideas and key supporting details ● RI5.7, RI5.9 Learn from different types of sources ● RI5.1 Questioning work, and DOK ● RI5.9 Synthesize information across different texts on a subtopic ● W5.7 Become independent researchers <p>Beginning in January: Writing: The Literary Essay around theme Unit 3A Bend 1:</p>	<p>~February Writing: Argument Essay (not about Civil War) Unit 3A Bend 2 Content: This bend focuses on the topic of The Civil War to teach the skills of RESEARCHING HISTORY. Bend 2</p> <ul style="list-style-type: none"> ● Pairing informational sources with fiction texts ● RI 5.5 Previewing nonfiction texts using text features and structures ● RI5.2 Summarizing and determining main idea(s) ● RI5.2 Organizing research around main ideas ● RI5.4 Content specific vocabulary ● RI5.7 Use digital and primary sources ● RI5.6 Considering author's point of view and craft decisions <p>~March Unit 3B Content: This is an argument based research unit. Students will learn to find and annotate claims in a text, and have</p>	<p>Unit 4 Content: RL5.9 This unit is a fantasy book club unit. You can replace the fantasy genre for complex fiction novels in the actual clubs, but you will need to have a fantasy read aloud to teach fantasy specific concepts.</p> <ul style="list-style-type: none"> ● Synthesis of multiple plotlines ● RL5.3 Complex characters ● RL5.4 Vocabulary ● RL5.4 Metaphor/ allegory <p>RL5.2 and RL5.3 Character and Theme analysis through:</p> <ul style="list-style-type: none"> ● Literal and metaphorical dragons (internal struggles and motivations) ● Internal and external quests (the journey the character is on) ● Implicit historical themes ● Symbolism ● Culture, stereotypes and simple intro to archetypes

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.



5th Grade Literacy and Content Year at A Glance

<p>with the whole</p> <ul style="list-style-type: none">● RL.5.6 Point of View in a text● SL5.1 Use accountable talk to build conversations● Written responses to reading (short response, reader's notebook format, writing long about an idea, etc.)	<p>This bend is a historical fiction bend, with a focus on the Underground Railroad to teach the skills needed for SETTING in historical fiction.</p> <p>Bend 1</p> <ul style="list-style-type: none">● RL.5.3 The impact of a historical setting (including impact on character motivation, mood, theme)● RL5.2 Theme statements● RI5.3 Timelines● RL5.5 Flashbacks in fiction● RL5.1 Symbolism	<p>flash debates. The focus is NOT on writing an argument essay.</p> <ul style="list-style-type: none">● RI.5.1 Find text evidence to support a claim● RI.5.1 Annotate ideas across a text● SL.5.3 Debate a claim by knowing a bit about both sides of the claim● RI5.6 Analyze claims made by authors● Use research clubs to research about an argument before debating	
--	--	--	--

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.