

ELA Grade 5

Grade/Subject	Grade 5/ELA
Unit Title	Unit 1/The Building Blocks of Literature
Overview of Unit	In this unit, students will look closely at different types of literary text to develop a better understanding of how authors and poets craft and structure literature. In looking at the structure, they will also consider how and why parts of a story are put together. Students will also learn how to recognize and understand figurative language in order to make connections to the text they are reading. They will look at the narrator’s point of view and learn how their point of view influences how events are described. Students will be asked to read a literary passage and answer text dependent questions focused on the standards learned in this unit.
Pacing	4 -5 weeks

Essential Questions

- How do story elements shape a story?
- How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text?
- How does context help us understand word meaning?
- How do characteristics of literary text influence reader interpretation?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.3	5.4		5.4	5.1	5.1
5.4	5.5				5.2
	5.6				5.4a
	5.10				5.5

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

ELA Grade 5

K-U-D

K-U-D	
<p>KNOW</p> <p><i>Facts, formulas, information, vocabulary</i></p>	<p>DO</p> <p><i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</i></p> <p><i>Hint: Use the standards!</i></p>
<ul style="list-style-type: none"> • the importance of reading a variety of genre • structure of fiction • elements of stories, drama, and poetry • figurative language (similes, metaphors) • how to determine meanings of words/phrases • how chapters, scenes, and stanzas provide structure • how a narrator or speaker influences events in a story • point of view 	<ul style="list-style-type: none"> • review characteristics of different genre • discuss the importance of reading different genre • explore the structure of fiction text • review how stories, drama, and poetry are different (Gr 4 standard) • explain how a series of chapters, scenes, or stanzas fit together to provide structure • use context clues to determine meaning of words and phrases • distinguish between literal and figurative language • identify similes and metaphors • review point of view • describe how the narrator’s or speaker’s POV influences how events are described.
UNDERSTAND	
<p><i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i></p>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> • authors organize their ideas and the text as a whole by using structural patterns. • readers use strategies to determine word meaning. • figurative language enhances a text and allows the reader to make connections. • The narrator’s point of view can affect the events and outcome of a story. 	

Vocabulary

Academic / domain specific Vocabulary

prose
 poetry
 drama
 chapter
 stanza
 scene
 dialogue
 point of view
 figurative language

ELA Grade 5

Interdisciplinary Connections

Music lyrics can be incorporated to consider point of view.

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Grade/Subject	Grade 5/ELA
Unit Title	Unit 2/ Literary Text: Putting it All Together
Overview of Unit	In this unit, students will use their knowledge of literary elements to compare and contrast setting, characters, and events based on specific details in the text. Students will infer the theme or themes in a story, as well as learn to summarize the text. When making inferences, they will learn to quote accurately from a text to provide support. Students will analyze how visual/multimedia elements contribute to a text's meaning, tone, or beauty. They will also compare themes and topics in stories of similar genres. At the end of the unit, students will be asked to create a book cover incorporating important story elements. They will also answer text dependent questions.
Pacing	6-8 weeks

Essential Questions

- **Why is it important to understand the characters' motives and actions as they relate to the story's theme?**
- **How does comparing and contrasting elements of a story provide deeper insight into the text?**
- **Why is textual support essential to a reader's understanding?**

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.3	5.1		5.4		5.1
5.4	5.2				5.2
	5.3				5.3
	5.7				5.6
	5.9				
	5.10				

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

1. Creativity

K-U-D

KNOW

DO

ELA Grade 5

<i>Facts, formulas, information, vocabulary</i>	<i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • how to make an inference • how to quote from text to support an answer • theme • summary • compare/contrast • key details • visual • multimedia • tone, beauty of a text • topic 	<ul style="list-style-type: none"> • explain what the story says using specific, accurate quotes from the text • make inferences when reading • support inferences with quotes from the text • determine the theme of a story, drama, or poem • summarize fiction text • compare and contrast characters, settings, or events in a story or drama • compare and contrast stories in the same genre on how they approach similar themes and topics. • Analyze how visual and multimedia elements contribute to the meaning, beauty, or tone of a text

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- comparing and contrasting elements of a story will deepen their understanding of the text.
- themes must be inferred by looking at the characters and their actions.
- similar themes can be found in different stories in the same genre .
- summarizing helps us to make meaning of what we read.

Vocabulary

Academic Vocabulary

theme
simile
metaphor
tone
visual
multimedia

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Suggested Formative Assessment Practices/Processes

ELA Grade 5

- CFA for summarizing (pre and posttests)
- Sticky notes used when reading independently
- CFA for theme (pre and posttests)
- Informal teacher observations
- Written responses in reading notebook

Grade/Subject	Grade 5/ELA
Unit Title	Unit 3/ The Structure of Non-Fiction

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Overview of Unit	Students will explore the different structures of non-fiction while comparing and contrasting the different text structures of two or more texts. They will consider how the texts and information are similar and different. They will also consider how the structure of these texts affect their meaning and style. Students will use the text and text features to determine the meaning of academic and domain specific words and phrases as they read these informational texts. Students will be asked to read two different articles to determine their text structure. They will then explain the purpose of each article and compare and contrast how the articles are written. They will also demonstrate the ability to infer meanings of unknown words.
Pacing	2-3 weeks

Essential Questions

- Does the structure of a text affect its meaning?
- How does comparing the structure of two texts help you understand the author's purpose?
- How does being aware of text structures help you as a reader and a writer?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.3		5.4	5.4		5.1
		5.5			5.2e
		5.10			5.4a
					5.6

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

K-U-D

KNOW

Facts, formulas, information, vocabulary

DO

*Skills of the discipline, social skills, production skills, processes
(usually verbs/verb phrases)*

Hint: Use the standards!

ELA Grade 5

<ul style="list-style-type: none"> • Text structure • Chronology • Cause/effect • Problem/solution • Description • Compare/contrast • Signal words for different text structures • What a phrase is • Context clues • define 	<ul style="list-style-type: none"> • Use context clues and text features to help figure out word meaning • Determine overall text structure of a passage • Compare and contrast the text structure of two or more passages • Understand the purpose of each passage and the goal of the writer
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UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand that...

- non-fiction has a different text structure than fiction.
- authors choose text structures based on their purpose for writing .
- being able to identify text structure helps readers construct meaning.
- the meaning of words and phrases in informational text can be determined through using background knowledge and text features as well as the text itself.

Vocabulary

Academic Vocabulary

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Text structure
Chronology
Context clues
Define

Interdisciplinary Connections

Social Studies – Students can identify text structure in their Social Studies texts, Scholastic News, etc.

Grade/Subject	Grade 5/ELA
Unit Title	Unit 4/Investigating Informational Text

ELA Grade 5

Overview of Unit	In this unit, students will explore informational text. They will determine main ideas and support them with key details. Learning this skill will help students summarize the text. Students will practice making inferences and supporting their answers by quoting accurately from the text. They will also integrate information from several texts to write or speak about a topic. In order to do this, they will learn to take notes using written and audio materials. They will learn to find information efficiently using print and digital sources. At the end of this unit, students will be asked to write an informative essay after reading and viewing informative text. They will then publish an article about the given topic.
Pacing	6-8 weeks

Essential Questions

- How do effective readers interpret informational text?
- How do the elements of informational text work together to increase the reader's comprehension?
- How does analyzing diverse media help us to build our own knowledge?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.4		5.1	5.2	5.2	5.1
		5.2	5.4		5.2
		5.3	5.5		5.4
		5.7	5.6		5.6
		5.8			
		5.9			
		5.10			

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

- 2.b Communication and Collaboration
- 3.b Research and Information Fluency

ELA Grade 5

K-U-D

K-U-D	
<p>KNOW <i>Facts, formulas, information, vocabulary</i></p>	<p>DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</i> <i>Hint: Use the standards!</i></p>
<ul style="list-style-type: none"> • what a main idea is • key details support the main idea • how to explain how key details support the main idea • strategies for summarizing non-fiction • how to make inferences • using quotes to support your inferences • relationships and interactions in texts • how to gather information from multiple texts • how to use multiple sources for writing and speaking • how to use quotations to support main points in an informational essay 	<ul style="list-style-type: none"> • Determine the main idea or main ideas in a text • Support the main idea with key details from the text and explain how they support it. • Summarize non-fiction in their own words. • Make inferences when reading non-fiction text • Support inferences with accurate quotes from the text • Use details and information from the text to support inferences • Determine which digital and print sources will provide the appropriate type of information. • Access needed information efficiently. • Take notes on a topic from multiple sources • Read and comprehend grade level informational text.
UNDERSTAND	
<p><i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i></p>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> • informational text is built on central ideas. • an author develops key ideas throughout the text. • not all information is explicitly or clearly stated in text. • In order to write effectively about a topic, you need to use information from several sources. • they will be presented with and be able to select more complex text as their reading skills improve. • information gained from multiple sources can enhance understanding. 	

Vocabulary

Domain-Specific Vocabulary

inference
quote
explicitly

ELA Grade 5

Vocabulary

accurately
summary
summarize
print source
digital source

Unit-Specific Vocabulary

Text-Specific Vocabulary

ecosystem
Impact
negative

Interdisciplinary Connections

The standards taught in this unit could easily be incorporated into any Science or Social Studies lesson as the content is informational.

Suggested Formative Assessment Practices/Processes

Pre and post assessment for main idea (optional)
Pre and post assessment for non-fiction summary (optional)
Open ended responses (score with rubric)

Grade/Subject	Grade 5/ELA
Unit Title	Unit 5/Voice Your Opinion

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Overview of Unit	In this unit, students will explore point of view and how it influences how events are described. They will also look at similarities and differences in different points of view on the same topic. This will lead to students forming their own opinions based on research of different topics. Students will use their note taking skills to effectively gather information to support their opinion. At the end of the unit, students will write an editorial stating their opinion about zoos after researching whether they are helpful or not.
Pacing	4-6 weeks

Essential Questions

- How do readers recognize an author’s perspective or point of view?
- How does an author’s point of view affect the theme of a piece of writing?
- Why do authors support particular points in a text with reasons and evidence?
- Why do writers integrate information from several sources on the same topic to support an opinion?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.3	5.1	5.1	5.1 a-d	5.1	5.1
5.4	5.6	5.4	5.4	5.2	5.2
		5.6	5.5	5.4	5.6
		5.8	5.8		
		5.9	5.9		

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

2. Communication and Collaboration
3. Research and Information Fluency

K-U-D

KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • Fact vs opinion 	<ul style="list-style-type: none"> • Distinguish between fact and opinion • Analyze a variety of fiction and non-fiction multi-

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|--|---|
| <ul style="list-style-type: none">• Point of view• Close reading• Summarizing (essential vs nonessential info)• Paraphrasing• Quote accurately when providing support• Note-taking strategies• The writing process for opinion writing• Listening to take notes• Find evidence to support an opinion | <ul style="list-style-type: none">media sources through close reading• Use note-taking strategies to extract, organize, and analyze information for the purpose of constructing an opinion• Compare & contrast points of view on a topic• Compose clear, focused oral and written responses to present an opinion• Summarize information, determining essential information• Use the writing process (plan, draft, edit, revise) to construct a clear, focused response to support a single opinion citing specific, multi-media sources |
|--|---|

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- a narrator's point of view can influence the way a story is told
- several points of view in a single piece of writing can be analyzed to help others make an informed opinion
- good readers use strategies to read, analyze, and synthesize a variety of fiction and non-fiction multi-media sources to develop a stance for an opinion about a central idea
- good writers apply the writing process to create a well written & formatted, publishable piece of writing
- good writers apply the writing process to create a publishable piece of writing that provides a single, focused argument/opinion
- authors of informational multi-media sources present information and opinions to support their views & ideas based on their audience and purpose
- Multi-media sources and technology can inform and impact human, cultural, and societal issues and need to be evaluated.
- good communicators participate in a shared, respectful, back and forth discourse

Vocabulary

ELA Grade 5

Vocabulary

Academic Vocabulary

- Paraphrase
- Cite
- Point of view
- Text based evidence
- editorial

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Interdisciplinary Connections

Social Studies

Music

Grade/Subject

Grade 5/ ELA

ELA Grade 5

Unit Title	Unit 6/Poetry: Reading Closely
Overview of Unit	In this unit, students will look at poetry closely for various purposes. They will determine meanings of words and phrases, theme, and how poetic devices influence the poem's meaning.
Pacing	3-4 weeks

Essential Questions

- What makes a piece of writing a poem?
- How are feelings expressed in poems?
- How are literary devices used to enhance poetry and its meaning?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
5.3	5.1		5.9	5.1	5.5
5.4b	5.2			5.2	
	5.4				
	5.5				
	5.6				
	5.7				

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

4. Creativity
5. Communication and Collaboration

K-U-D

KNOW

Facts, formulas, information, vocabulary

DO

Skills of the discipline, social skills, production skills, processes

ELA Grade 5

	<i>(usually verbs/verb phrases)</i> <i>Hint: Use the standards!</i>
<ul style="list-style-type: none">• How to make inferences• Theme in poetry• Figurative language: similes, metaphors• Close reading• Structure of a poem• Point of view• Tone• Stanzas	<ul style="list-style-type: none">• Infer meaning of words and phrases in poetry• Determine the theme of a poem• Summarize a poem• Analyze how stanzas in a poem fit together to provide structure• Determine the speaker in a poem's point of view and how it affects the mood of a poem

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that...**

- writers use figurative language and word choice in poetry to create meaning.
- poetry has a unique form/structure.
- poems create an image in the mind of the reader.
- poetry can be interpreted in different ways.

Vocabulary

Academic Vocabulary

Domain-Specific Vocabulary

Unit-Specific Vocabulary

Interdisciplinary Connections