

Unit One Title		Estimated Time Frame
The Author's Message		31 days
Big Idea		
Authors use a variety of strategies to convey a message.		
Essential Question(s)		Literacy Practices
<p>What is the central idea of the text? What is the theme of the text? How do visual and multimedia elements contribute to meaning or tone? How are big ideas reflected in a text using implicit and explicit evidence? How can summarizing my experiences express a message?</p>		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/Success Criteria
RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● cite relevant implicit and explicit information ● determine theme <p>Considerations:</p> <ul style="list-style-type: none"> -Multiple themes may occur within one text -Close reading and multiple readings of text/story 	<p>I am learning how theme is reflected in a text.</p> <ul style="list-style-type: none"> ● I can determine the theme of a text using explicit and implicit information. ● I can cite and describe how implicit and explicit information reflects the theme. ● I can analyze how the theme is supported by citing the implicit and/or explicit information in the text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> describe how implicit and explicit evidence reflects the central idea analyze how central idea is reflected <p>Considerations: Central idea (main idea)- the point the author wants you to remember most</p> <p>Close reading and multiple readings of text</p> <p>**RI 4.2 and RI 5.2 are the same, except "support thinking" is added to the end of 5.2 standard</p>	<p>I am learning how the central idea is reflected in a text.</p> <ul style="list-style-type: none"> I can determine the central idea of a text using explicit and implicit information. I can cite and describe how implicit and explicit information reflects the central idea. I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> explain how illustrations contribute to text explain connection between text & visuals Distinguish between messages from text/visuals and perceptions of visuals <p>Considerations: Close reading and multiple readings of text</p>	<p>I am learning how visual and multimedia elements contribute to meaning or tone.</p> <ul style="list-style-type: none"> I can describe visual and multimedia elements (image, audio, video & animation) of non-print text. I can describe the meaning or tone of non-print text. I can explain how the visual and multimedia elements establish meaning or tone I can identify the author's intended meaning or tone of non-print text I can analyze how visual and multimedia elements contribute to the meaning or tone. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.5.7 Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Print and non-print formats 	<p>I am learning to use information from print and non-print formats to answer a question or solve a problem.</p>

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quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> interpret information from print & non-print <p>Considerations: -teach with C.5.6, and C.5.2</p>	<ul style="list-style-type: none"> I can explain how various print and non-print formats help me locate and find information quickly. I can identify the topic, question, or problem I am researching. I can apply my knowledge of text formats to find answers quickly. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
C.5.6 Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> summarize relevant information from experiences gather information from various print and digital sources provide a list of sources <p>Considerations: new learning includes: - use of "multiple" sources - summarize or paraphrase within notes</p> <p>-informational summary: a brief recounting of the main ideas and most important details of informational text; uses an organized manner, such as by answering who, what, when, where, why, and how</p> <p>--teach note taking strategies</p>	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> I can select multiple print and digital sources to gather relevant information. I can summarize or paraphrase applicable information in my notes. I can summarize or paraphrase applicable information in finished work. I can provide a list of sources. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Use definitions and examples as context clues 	<p>I am learning how to determine the meaning of words and phrases.</p>

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<p>strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</p>	<ul style="list-style-type: none"> define the meaning of root word and affix & determine new words <p>Considerations:</p> <p>- new learning: using cause/effect relationships and comparisons as context</p>	<ul style="list-style-type: none"> I can use cause/effect relationships and comparisons to determine the meaning of a word or phrase. I can determine the meaning of a word using the root and the affix. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.5.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aid comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> identify my audience produce clear & coherent writing with development and organization appropriate to task, purpose & audience introduce topic or text clearly group related ideas and reasons to support my task, purpose, and audience use precise language and vocabulary provide a concluding section use transitions (for example, in addition to, etc.)-not an exhaustive list With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing (see L.5.1 and L.5.2), and rewriting <p>Considerations:</p>	<p><i>**consider using a rubric to show Success Criteria for writing pieces</i></p> <p><i>** portions of a rubric may be used as they correspond with instruction</i></p> <p>I am learning to compose informative (and/or explanatory) text to examine a topic and convey ideas and information</p> <p>Composing & Drafting:</p> <ul style="list-style-type: none"> I can identify the purpose and audience for my writing. I can create a plan to logically group ideas that support my purpose with the audience in mind. <p>I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples.</p>

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<p>develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. 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>Collect examples of explanatory & informative texts written by students from prior years to have exemplars written by peers.</p> <p>Engage students in analysis of mentor texts prior to planning & throughout writing their own pieces.</p> <p>Create checklists and/or utilize rubrics for editing and revising, integrating C.5.1 with L.5.1 and L.5.2 (conventions of Standard English)</p> <p>Utilize digital resources (Google slides, Adobe express, book creator) to meet the digital resources aspect of the writing standards (also a good way to bring in student choice)</p> <p>Consider integrating C.5.2 with RI.5.9 and RI.5.7 to serve as mentor texts of this genre and to support the reading-writing connection (grouping related information, formatting, illustrations & multimedia).</p> <p>Teach students to give specific, useful, and respectful feedback during peer conferencing.</p> <p>I can introduce my topic clearly by:</p> <ul style="list-style-type: none"> ● providing a general observation and focus ● providing the audience with a connection (relevance and/or background information) ● providing a thesis statement <p>I can develop the topic with logically ordered sections that:</p> <ul style="list-style-type: none"> ● group related information ● are elaborated with facts, definitions, concrete details, quotations or other information and examples ● are formatted with audience in mind ● use illustrations and multimedia when useful to aiding comprehension ● use precise language and vocabulary ● use conjunctions and phrases to connect facts and details to the focus ● use transitions and text features to develop structure and link ideas to the focus <p>I can provide a concluding section.</p> <ul style="list-style-type: none"> ● restate the thesis ● relink general focus to the thesis ● restate the relevance to the audience (connections, call to action, clencher) <p>Editing and Revising: <i>**consider using a checklist to share editing/revising Success Criteria</i></p> <ul style="list-style-type: none"> ● I can work with peers to revise my writing to make sure the purpose is clear.

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		<p>(introduction, overall text formatting & idea grouping, transition statements).</p> <ul style="list-style-type: none"> I can work with peers to revise my writing to add more support (details, quotations, examples). I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2). <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.5.10 & RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary and informational texts independently and proficiently.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> standard is largely the same, increase text level <p>Considerations: Guided Reading Video Clips & Resources NSF in Guided Reading Comprehension Strategies</p>	<p>I am learning to use strategies to read and understand texts.</p> <ul style="list-style-type: none"> I can monitor my reading to be sure that it makes sense and what I say matches what I see. I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> reread and think about what would make sense break the word and think about what would make sense I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge questioning visualizing determining importance inferencing summarizing I can analyze while reading independently. I can control which strategies help me to comprehend and analyze when I am reading independently.

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Essential Vocabulary	
<p>affix- extra element attached to the beginning, middle, or end of a word or its root that changes the word's meaning. Including prefixes and suffixes.</p> <p>analyze- break something down into its parts to understand how it is made, how it works</p> <p>cite- to quote (a passage, book, author, etc.)</p> <p>central idea- an important idea in an informational text</p> <p>compare/contrast- to identify and analyze what is similar (compare) and what is different (contrast)</p> <p>context clues- a skill readers use to figure out the meaning of unknown words from looking at the words around it, the way it is used (to determine its part of speech), how it is used in this context, and its place in the sentence or paragraph</p> <p>digital sources - any document created or reformatted to be read, viewed, or experienced on a computer, tablet, smartphone, or other digital technology that is interactive, multiple-media, Web-enabled, or otherwise incorporates digital technology.</p> <p>drama- a piece of writing that tells a story and is performed on a stage; it is commonly known as a play</p> <p>evidence- detail that supports a reason or a point; used to show your ideas</p> <p>explicit- clearly stated</p> <p>historical text- informational text that is written about a person, place, event, or time period in history</p> <p>implicit- suggested or hinted at, but not stated directly</p> <p>informative- to give information or explanation about the natural world and other topics. They are defined by their objective to inform and explain about a topic using facts and an objective tone. They are generally written in the third person.</p> <p>multimedia elements- multiple media (including aspects of written text, audio, and video)</p> <ul style="list-style-type: none"> • media is the method for communicating, how the reader/ listener/ viewer interacts with content; examples include written text, audio version, video, or live version <p>multisyllabic word- a word of many syllables</p> <p>non-print texts- sources of information that are not primarily in written form (for example, pictures and photographs, television and radio productions, the Internet, films, movies, videotapes, and live performances). Some nonprint sources (for example, the Internet) may also contain print information.</p> <p>phonics- matching the sounds of spoken English with individual letters or groups of letters</p> <p>poem- a type of writing that shares experiences, ideas, or feelings in a vivid and imaginative way; poems may be written in separate lines clustered in groups called stanzas</p> <p>print sources- sources of information that are primarily in written form; for example, newspapers, magazines, books, etc.</p> <p>relevant- closely connected to all aspects of the topic, supports a claim</p> <p>root word- a base word that does not contain a prefix at the beginning or a suffix at the end</p> <p>scientific text- texts that usually explain scientific ideas or concepts</p> <p>summarize- to capture all of the most important parts of the original text (paragraphs, story, poem) but express them in a much shorter space and as much as possible in the reader's own words</p>	

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<p>technical text- texts that usually explain procedures, such as how-to or recipes tone- the attitude of the author toward the audience, the characters, the subject, or the work itself (e.g., serious, humorous) theme - a message or lesson, sometimes about the world outside/beyond the text, or what the author wants you to learn or think about after reading quote accurately- using exact words of another author</p>	
Supporting Standards (connected essentials)	
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (supports RL.5.2, RL.5.10)</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (supports RI.5.2, RI.5.10, C.5.6, C.5.2)</p> <p>RL.5.3 Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text. (supports RL.5.2, RL.5.10)</p> <p>RI.5.3 Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.(supports RI.5.2, RI.5.10, C.5.6, C.5.2)</p> <p>C.5.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) (supports RL 5.2, RL.5.10)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. 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>C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. (supports RL & RI.5.10, C.5.6, C.5.2)</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p>	

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<p>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</p> <p>L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. (supports C.5.2, C.5.6)</p> <p>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> <p>L.5.2 When writing:(supports C.5.2, C.5.6)</p> <p>a. Use punctuation to separate items in a series.</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works.</p> <p>e. Use strategies and resources (print and electronic) to identify and correct spelling errors</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (supports RL.5.2, RL.4.10)</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonym</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.(supports RI & RL.5.10)</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</p> <p>RF.5.4 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. (supports RI & RL.5.10)</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	
Summative Assessment	
Unit 1 Assessment determined by school	
Anchor Text(s)	
<p>My World Interactive Chapter 1: <i>Video: Jamestown</i> <i>Daily Life in the Colonies (16-23)</i></p>	

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<p>Wonders <i>One Hen</i> (Wonders U1W1)</p>	
<p>Additional Resources</p>	
<p> Composition in the Classroom CommonLit Lucy Calkins- Sample Writing Rubrics, Checklists and Student Exemplars Standards: A Glossary of Terms for Teachers Collaboration & Discussion Routines Analyzing the Impact of Character Traits on Plot Inferring How and Why Characters Change "Cite Those Sources" The Next Step Forward in Guided Reading - Teacher resource book by Jan Richardson The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them Picture Books for Teaching Writing BrainPop - subscription needed Flocabulary - subscription needed Newsela - informational BookFlix - access through the Lexington Public Library website Sora - FCPS has a district license (found in the Google waffle) </p> <p>Wonders: <i>A Fresh Idea</i> (Wonders U1W1), <i>Second Day, First Impressions</i> (WondersU1W2), RI 5.2- Time for Kids articles in Wonders RL 5.2 <i>The Magical Lost Brocade</i> (Wonders U2W4) RL 5.2 <i>Ida B</i> (Wonders U5W1) RL 5.2 poems "Stage Fright" and "Catching Quiet" (Wonders U2W5) RL 5.2 <i>They Don't Mean It!</i> (Wonders U3W1)</p> <p>Other Texts: Novels: <i>The Sign of the Beaver</i>, <i>The Fighting Ground</i>, <i>Tuck Everlasting</i>, <i>Esperanza Rising</i>, <i>Hatchet</i>, <i>The Lightning Thief</i>, <i>Freak the Mighty</i> RL 5.2 <i>Casey at the Bat</i> poem (found on Readworks.org) RL 5.7 Pixar Shorts (also good for theme)</p>	

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<p>RL 5.2 Ghost of Specter Elem (theme) https://storyworks.scholastic.com/issues/2016-17/100116/The-Ghost-of-Specter-Elementary.html</p> <p>RL 5.2 Feathers in the Wind (theme) https://storyworks.scholastic.com/issues/2017-18/030118/Feathers-in-the-Wind.html#</p> <p>RI 5.7 DBQ Online (found on Clever) - An Early American Diary https://www.dbqonline.com/page/893/EV/3/</p> <p>My World Interactive Chapter 1: <i>Benjamin Franklin: A Life of Service, Life in the American Colonies</i> (leveled reader)</p> <p>Pair with Social Studies:</p> <p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions</p> <p>5.1.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p> <p>5.I.CC.1 Construct explanatory products using reasoning, correct sequence, examples and details with relevant information and data to convey the diverse perspectives that impacted the founding of the United States.</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States.</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States.</p> <p>5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions (Civics, Economics, Geography, History).</p> <p>5.I.CC.3 Explain the different approaches people can take to address local, regional, and global problems using examples from U.S. History.</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a global issue.</p>	