

**5<sup>th</sup> Grade ELA – Q1 Snapshot**  
**“Perseverance”**  
**Revised 05/11/2017**



Extended Text: *Ugly* (RI.5.1-RI.5.9)

Texts	Standards and TDQs	Culminating Tasks
<p><b>Week 1:</b>  <b>Aug. 2 – Aug. 4</b>            (2.5 days)</p> <ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Lockers</li> <li>• Text Evidence Tracker Activity</li> </ul>		
<p><b>Week 2:</b>  <b>Aug. 7 – Aug. 11</b></p> <ul style="list-style-type: none"> <li>• IR expectations</li> <li>• Library visits</li> <li>• Introduction to Writing and prompt styles</li> <li>• Introduction to annotating texts</li> </ul> <p>Readworks paired passages</p> <p>(F) “Magic in the Classroom”</p> <p>(F) “Jumping Bodies”</p>	<p><b>Use exemplar IR tests to model goals and expectations.</b></p> <p>Use Readworks texts “Magic in the Classroom” and “Magic in the Classroom” to teach annotation and to expose students to the three types of writing prompts we will be working with this year.</p> <p>Students will not write full essays at this time. They have written with all three types of writing in elementary school. We will use this week to anchor the three types of writing we will work with throughout the year. Students will practice with all types in quick-writes, IR response, and full essays. Students can analyze the prompts and complete the “Do-What” charts for each type.</p>	<p><b>Opinion Prompt with Literary Passages Option:</b></p> <p>You have read two texts that both use magic as a topic to develop the plot. Think about the role magic plays in both stories. Decide which character has the best magical abilities. Write an opinion essay expressing your viewpoint. Use evidence from the text to support your viewpoint. Use proper grammar, spelling, and mechanics.</p> <p><b>Info/Explanatory with Literary Passages Option:</b></p> <p>You have read two texts that are both written in first person-point-of-view. Think about other elements of each story’s structure. Consider the setting, character perspective, and conflicts. Write an essay comparing and contrasting the conflicts faced by the protagonists in each story. Use evidence from the text to support your viewpoint. Use proper grammar, spelling, and mechanics.</p> <p><b>Narrative with Literary Passage Prompt Option 1 (“Magic in the Classroom”):</b> You have read a short story written in the first person-point-of-view from Samantha’s perspective. Consider how the story might look different if written from Sarah’s perspective instead. Re-write the story in the first person</p>

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		<p>point-of-view from Sarah’s perspective. Be sure to stay true to the setting and plot of the story. Use proper spelling, grammar, and mechanics.</p> <p><b>Narrative with Literary Passage Prompt Option 2 (“Jumping Bodies”):</b> You have read a short story about a boy who has discovered he has magical abilities. At the end of the story, the boy and his friend find themselves in a weird situation. Think about what might happen next in the plot of the story. Extend the ending of the story by describing what happens next to Sammy and Charles and creating a well-developed resolution. Be sure to stay true to the characters and plot of the story. Use proper spelling, grammar, and mechanics.</p>
<p><b>Week 3: August 14 – August 18</b></p> <p>Perseverance Kick-off</p> <p><u>Perseverance &amp; Overcoming Physical Limitations:</u></p> <p>(NF) “Bethany Hamilton” (NF) “Lexi Youngberg”</p> <p><i>Additional practice note:</i></p> <p><i>Canvas modules are made for (NF) – “Surviving YouTube” Storyworks, Sept. 2013</i></p> <p><i>(NF) – “The Secrets of Success?” Storyworks, April/May 2014</i></p> <p><i>These texts spiral the same standards as “Bethany Hamilton” and “Lexi Youngberg”.</i></p>	<p><b>5. RI.KID.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5. RI.KID.2</b> Determine <u>the main idea</u> of a text and how it is conveyed through details; summarize the text.</p> <p><b>5. RI.KID.3</b> Explain the relationships and interactions <u>among two or more</u> individuals, events, and/or ideas in a text.</p> <p><b>5. RI.CS.5</b> – Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p><b>5. RI.CS.6</b> – Analyze the <u>similarities and differences</u> in points of view of multiple accounts of the same event or topic.</p> <p><b>5. RI.IKI.9</b> – Integrate information from <u>two or more</u> texts on the same topic in order to build content knowledge.</p>	<p><b>Quick Writes:</b></p> <p><b>Informative Writing with RI texts:</b> You have read two texts about young girls who overcame physical limitations. Write 1-2 paragraphs comparing and contrasting the experiences of both girls and how they persevered in spite of traumatic events.</p> <p><b>Opinion Writing with RI texts:</b> You have read two texts about famous people who have persevered through hardships. Think about the ways Bethany Hamilton, and Lexi Youngberg have turned an unfortunate experience into positivity and fame. Decide which of these two young women best demonstrates perseverance. Write an opinion paragraph for your choice. Be sure to use evidence from the text to support your opinion. Use proper grammar, spelling, and mechanics.</p>
<p><b>Week 5:</b></p> <p><b>Sept 5 – Sept 8</b></p> <p><u>Perseverance &amp; Taking Risks:</u></p> <p>(F) – drama “Henry Box Brown”</p>	<p><b>5. RL.KID.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5. RL.KID.2</b> – Determine a theme or central idea of a story, drama, or poem <u>from details</u> in the text; summarize the text.</p> <p><b>5. RL.KID.3</b> – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p>	<p><b>Let’s work with SS to see if we can come up with a good culminating task integrating both subjects.</b></p>

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	<p><b>5.RL.CS.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language with <u>emphasis on similes and metaphors</u>; analyze the impact of sound devices <u>meaning and tone</u>.</p> <p><b>5.RL.CS.5</b> – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular <u>texts</u>.</p> <p><b>5.RL.CS.6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>5.RL.IKI.7</b> – <u>Explain how</u> visual and multimedia elements contribute to the meaning, tone, or <u>mood</u> of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, <u>myth</u>, or poem.</p>	
<p><b>Week 6: Sept 4 – Sept 8</b></p> <p>Midterm Week</p> <p>Midterm Assessment Full Essay – type TBD</p>	<p><b>5.W.TTP.1</b> – Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (includes a – f).</p> <p><b>5.W.TTP.2</b> – Write informative/explanatory texts to examine a topic and convey ideas and information. (includes a – g).</p> <p><b>5.W.TTP.3</b> – Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences (includes a – g).</p>	<p>We can make a midterm from scratch or use last year’s CP#1 as a midterm assessment.</p>
<p><b>Weeks 7-9:</b></p> <p><b>Sept 11 – Sept 15 Sept 18 – Sept 22 September 25 – 29</b></p> <p>(NF – Memoir) - <i>Ugly</i></p> <p>and paired poems:</p> <p>“Come Touch His Cheek” by Gary Shulman</p> <p>Add more poems with similar topics/themes (inner beauty, love and friendship, overcoming obstacles, etc.)</p>	<p><b>5.RI.KID.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RI.KID.2</b> Determine <u>the main idea</u> of a text and how it is conveyed through details; summarize the text.</p> <p><b>5.RI.KID.3</b> Explain the relationships and interactions <u>among two or more</u> individuals, events, and/or ideas in a text.</p> <p><b>5.RI.KID.4</b> – Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including <u>figurative, connotative, and technical meanings</u>.</p> <p><b>5.RI.CS.5</b> – Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p><b>5.RI.CS.6</b> – Analyze the <u>similarities and differences</u> in points of view of multiple accounts of the same event or topic.</p> <p><b>5.RI.IKI.8</b> – Explain how an author uses reasons and evidence to support points in a text, identifying</p> <p><b>5.RI.IKI.9</b> – Integrate information from <u>two or more</u> texts on the same topic in order to build content knowledge.</p>	<p>There is a teacher packet available with this memoir.</p>
<ul style="list-style-type: none"> <li>• Foundational Literacy Standards are embedded throughout the year in our texts and warm-ups.</li> <li>• Speaking and Listening standards are applied throughout the year in class discussions and presentations and are observed and evaluated by each teacher.</li> <li>• All texts in each quarter are carefully selected to help students read and comprehend complex literary and informational texts independently and proficiently (5.RL.RRTC.10 and 5.RI.RRTC.10).</li> <li>• Allow time in Q1 for laptop safe handling, digital citizenship, and Canvas intro.</li> </ul>		