



5th Grade ELA – Q2 Snapshot “Ingenuity” Created 09/15/2017

Extended Text: *Hugo Cabret* (5.RL.5.1-5.RL.5.9)

Texts	Standards and Sample TDQs	Culminating Tasks
<p>Week 1: (Oct. 9th – Oct. 13th)</p> <p>Finishing <i>Ugly</i> from Q1</p>	<p>Focusing on the 5.RI.1 – 5.RI.9 standards that were low on Q1 checkpoint.</p>	
<p>Week 2: (Oct. 16th – Oct. 20th)</p> <p>Ingenuity Kick-Off</p> <p>“How Candy Conquered America”</p> <p>~~~and paired text~~~</p> <p>“When Candy was a Healthy Meal” – September 2015 Storyworks</p>	<p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.KID.2 Determine <u>the main idea</u> of a text and how it is conveyed through details; summarize the text.</p> <p>5.RI.KID.3 Explain the relationships and interactions <u>among two or more</u> individuals, events, and/or ideas in a text.</p> <p>5.RI.CS.5 – Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p>5.RI.CS.6 – Analyze the <u>similarities and differences</u> in points of view of multiple accounts of the same event or topic.</p> <p>5.RI.IKI.8 – Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <p>5.RI.IKI.9 – Integrate information from <u>two or more texts</u> on the same topic in order to build content knowledge.</p>	<p>Informational Writing with Informational Texts: You have read two texts illustrating how people’s ideas about candy have changed from the 1800s to today. Analyze each text for ways our ideas have shifted. Write a well-organized response explaining how our perspectives have changed and what has caused us to change our ideas over the years. Use information from both texts. Be sure to cite evidence and use proper grammar and mechanics.</p>
<p>Week 3 - 4: (Oct. 23rd – Oct. 27th) (Oct. 30th – Nov. 3rd)</p> <p>LAFFF (short story –sci fi)</p> <p>Lensity Namioka Page 510, <i>Journeys</i></p>	<p>5.RL.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.KID.2 – Determine a theme or central idea of a story, drama, or poem <u>from details</u> in the text; summarize the text.</p> <p>5.RL.KID.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <p>5.RL.CS.4 – 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>5.RL.CS.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular <u>texts</u>.</p> <p>5.RL.CS.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.IKI.7 – Explain how visual and multimedia elements contribute to the meaning, tone, or <u>mood</u> of a text, such as in a graphic</p>	<p>Opinion Writing with Fiction Text: In the science fiction short story, “LAFFF”, the two main characters, Peter and Angela, both change throughout the story. Brainstorm ways both characters develop as the story progresses. Write an opinion essay arguing for which character experiences the greatest transformation.</p>

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	novel, multimedia presentation, or fiction, folktale, myth, or poem.	
<p>Weeks 5 - 6: (Nov. 6th – Nov. 10th)* (Nov. 13th – Nov. 17th)</p> <p>“Inventioneers” article</p> <p>~~~~and~~~~</p> <p>“Australian Teen Invents ‘Clever GIRL’ to Warn Swimmers Of Deadly Rip Currents”</p>	<p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.KID.2 Determine <u>the main idea</u> of a text and how it is conveyed through details; summarize the text.</p> <p>5.RI.KID.3 Explain the relationships and interactions <u>among two or more</u> individuals, events, and/or ideas in a text.</p> <p>5.RI.CS.5 – Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p>5.RI.CS.6 – Analyze the <u>similarities and differences</u> in points of view of multiple accounts of the same event or topic.</p> <p>5.RI.IKI.8 – Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <p>5.RI.IKI.9 – Integrate information from <u>two or more</u> texts on the same topic in order to build content knowledge.</p>	<p>Informational Writing with Informational Texts: You have read two texts about teens who have invented products that may help save lives. Think about the teens and what inspired their inventions. Write a well-organized response comparing and contrasting the inventions and how the teens have developed their inventions. Use information from both texts. Be sure to cite text evidence and use proper grammar and spelling.</p>
<p>Weeks 7 – 11 (Nov. 20th – Dec. 19th) <i>Hugo Cabret</i></p>	<p>5.RL.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.KID.2 – Determine a theme or central idea of a story, drama, or poem <u>from details</u> in the text; summarize the text.</p> <p>5.RL.KID.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <p>5.RL.CS.4 – 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>5.RL.CS.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular <u>texts</u>.</p> <p>5.RL.CS.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>5.RL.IKI.7 – Explain how 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, myth, or poem.</p>	
<p>Foundational Literacy Standards and Speaking & Listening Standards are imbedded in daily warm-up and daily lessons.</p>		