

GRADE 5 ENGLISH LANGUAGE ARTS

Month	Big Ideas	Enduring Understandings	Essential Questions	Goals	Performance-Based Assessment
September/October Unit 1 Module A Depending On Each Other	Interdependence	Readers understand how a character's actions are influenced by the settings and sequence of events described in a text. Writers understand that a writer's techniques help readers get to know characters, their experiences, and their responses to situations. Learners understand that people change in relation to their surroundings.	How do characters' responses and reactions affect the text? How do writers use dialogue and details to develop characters and their experiences?	Readers will determine a theme by comparing and contrasting characters, settings, and events. Writers will use narrative techniques to develop challenging character experiences. explain the sequence of events in a story develop challenging character experiences. explain the sequence of events in a story	Making a Difference Students will write a narrative short story with a clear beginning, middle, and end about a character that demonstrates a commitment to the environment. TARGET STANDARD Common Core Learning Standard W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
November/December Unit 1 Module B Depending On Each Other	Interdependence	Readers understand relationships or interactions between two or more individuals, concepts, or events based on specific information from texts. Writers understand how to develop a topic with facts, definitions, concrete details, and quotations related to the topic. Learners understand that people, animals, and all living things live in interactive ways and impact one another.	How do readers identify relationships and interactions in texts? How do writers group information logically, with supporting visuals?	Readers will explain the relationships among scientific concepts. Writers will examine a topic and convey ideas with facts, definitions, and details.	Get the Word Out Students will write a clear and logical informative essay that describes what is happening to the rain forest. Students can make a plan for who might want to see their essay in a way that might have an impact (politician, advocacy groups, etc.). TARGET STANDARD Common Core Learning Standard W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
December/January Unit 2 - Module A Finding Courage	Obstacles	Readers understand that the theme of a text can be determined by analyzing the author's use of details/description, point of view, voice, imagery, and mood/tone. Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research. Learners will explore content to understand that people respond to inequality and injustice with a variety of tactics.	How does the inclusion of visual elements in text contribute to meaning, tone, and perspective? How is theme revealed through details of the text?	Readers will understand that visual elements of a text have an impact on the meaning and tone. Writers will write to express an opinion supporting a point of view with reasons and information.	SPEECHES FOR JUSTICE Students will choose an example of inequality or injustice that inspires them, either from their reading, their own lives, or the world around them. Students will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts as well as quotes where possible. In their speeches, students should advocate for a change and provide convincing reasons to support their viewpoints. The speeches can be recorded and shared using visuals or audio. TARGET STANDARD Common Core Learning Standard W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
February/March Unit 3 - Test Readiness	Readiness	READY NY CCSS builds strong independent readers through instruction and practice with high interest, complex informational and literary texts in a rigorous standards-based program.	How can the use of the Ready program help prepare our students for the upcoming ELA exam in April?	Each student on grade 5 has selected a S.M.A.R.T. goal for the 2018-2019 school year. Students will monitor their own progress using the goals they selected. Teachers will use Ready, Performance Series, Performance Based Assessments to monitor progress.	ELA State Exam
April/May Unit 4 - Module 4A Exploring New World	Exploration	Readers understand that comparing and contrasting texts help build awareness of similar themes and topics. Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Learners will explore content to understand that explorers have positive and negative impact.	How do readers quote accurately from text? How do writers support a point of view with reasons and information?	Readers will use details in the text to compare and contrast and draw inferences. Writers will write opinion pieces on topics or texts, supporting a point of view with reasons and information, quoting accurately from text.	POINT OF VIEW Students will write opinion pieces supporting a point of view with reasons and information on Henry Hudson or another explorer studied in this unit. Students will gather relevant information from the anchor and supporting texts to respond to the following prompt: What was your opinion of Henry Hudson (or another explorer) at the beginning of the text? How did your opinion change by the end? Students will support their points of view with reasons and information from the text. TARGET STANDARD Common Core Learning Standard W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
May/June Unit 3 - Module A Understanding the Universe	Curiosity	Readers understand that a series of chapters scenes fit together to develop characters and events and provide overall structure. Writers understand that writers must write clearly and coherently to develop and organize, purpose, and audience. Learners understand that the universe is a fascinating and complex place.	How can we analyze and evaluate a writer's techniques to develop an original narrative?	Readers will use the scenes and chapters to understand the overall structure of a text. Writers will use narrative elements to write a fictional story.	Students will write a fictional story using effective dialogue, descriptive details, and clear event sequences. Text: George's Secret Key to the Universe TARGET STANDARD Common Core Learning Standard W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.