

# Fifth Grade Unit 4

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

## America in Conflict

“How are fictionalized characters and real people changed through conflict?”

9 weeks

DECEMBER 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

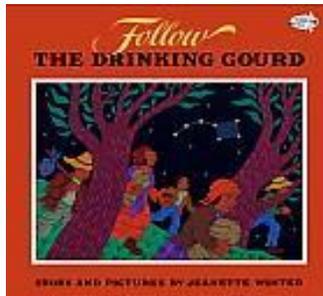
[Link to Pacing Guide Unit 4](#)

### Sample Activities and Assessments (pg. 374-376 Common Core Curriculum Maps )

The listed standards appear on the 3rd Quarter Scoring Guide

#### 1. Suggested Introductory Activity

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



#### 2. Class Discussion

- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### 3. Poetry Response/Narrative Writing

- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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### 4. Art/Class Discussion

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



**Alexander Gardner**  
President Abraham Lincoln in  
the tent of General B. McClellan  
After the Battle of Antietam  
(1862)

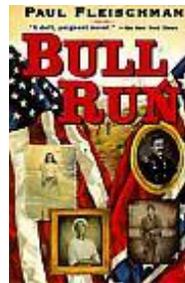
### 5. Literature Response

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

RF.5.4.a. Read on-level text with purpose and understanding.

RF.5.4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

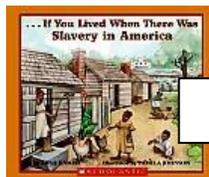
RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



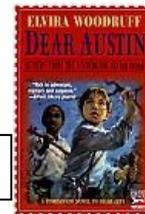
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### 6. Class Discussion

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



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## Fifth Grade Unit 4

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### 7. Civil War Graphic Organizer and Informative/Explanatory Writing

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- a. *Read on-level text with purpose and understanding.*
  - b. *Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
  - c. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. *Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*
  - b. *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
  - c. *Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*
  - d. *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - e. *Provide a concluding statement or section related to the information or explanation presented.*
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. *Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
  - d. *Recognize and correct inappropriate shifts in verb tense.*

### 8. Class Discussion

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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### 9. Research Essay/Multimedia Presentation

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

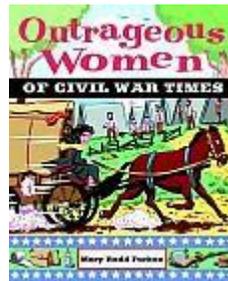
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use underlining, quotation marks, or italics to indicate titles of works.



15 copies



### 10. Word Study

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

L.5.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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### 11. (Historical) Narrative Writing

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
- b. *Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*
- c. *Use a variety of transitional words, phrases, and clauses to manage the sequence of events.*
- d. *Use concrete words and phrases and sensory details to convey experiences and events precisely.*
- e. *Provide a conclusion that follows from the narrated experiences or events.*

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.9.a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

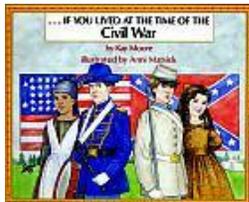
W.5.9.b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. *Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*
- d. *Recognize and correct inappropriate shifts in verb tense.*

L. 5. 2 Use underlining, quotation marks, or italics to indicate titles of works.



### 12. Mechanics/Grammar Wall

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### 13. Vocabulary/Word Wall

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 a range of strategies.

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### Text Talk Texts

[Text Talk TierII words and kid friendly definitions](#) are available on the district curriculum webpage for these titles.

	<i>Across Five Aprils</i> By Irene Hunt <b>Chapter 1</b>	prosperous pg. 12	successful in business, flourishing:
		monotomous pg. 13	having little or no variety
		aloofness pg. 18	at a distance; removed
	<i>Across Five Aprils</i> By Irene Hunt <b>Chapter 2</b>	seething pg. 30	extremely angry, trembling with rage
		fatigue pg. 33	extreme physical or mental tiredness or exhaustion
		inevitable pg. 34	something that is certain to happen
	<i>Across Five Aprils</i> By Irene Hunt <b>Chapter 3</b>	eloquence pg. 35	being good with words and expressing things in a pleasing or persuasive manner.
		fiasco pg. 36	something that is an utter and complete disaster
		audible pg. 43	loud enough to be heard
	<i>The Star Spangled Banner</i> <b>Day 1</b>	ramparts	type of defensive wall
		gallantly	showy and lively in manner
		triumph	a victory or success
	<i>The Star Spangled Banner</i> <b>Day 2</b>	haughty	proud in a snobbish way
		reposes	to lie at rest or to rest in death
		vauntingly	to boast; brag
	<i>The Star Spangled Banner</i> <b>Day3</b>	desolation	the state of being lonely or dreary
		refuge	a place of safety from danger and discomfort
		preserved	to keep from harm

**The following standards are paced for this quarter but are not included in unit activities:**

**W.5.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.