

# Fifth Grade Unit 5

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.

## Exploration- Real and Imagined

“What do people, both real and imagined, learn from exploring their world?”

### 5 weeks

MARCH 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					

APRIL 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			

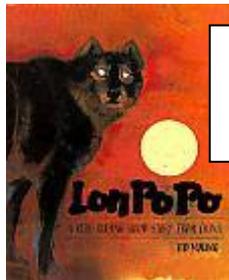
[Link to Pacing Guide Unit 5](#)

### Sample Activities and Assessments (pg. 384-387 Common Core Curriculum Maps )

The listed standards appear on the 3<sup>rd</sup> and/or 4<sup>th</sup> Quarter Scoring Guides

#### 1. Introductory Activity

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)



Borrow from Kindergarten (Unit 5)



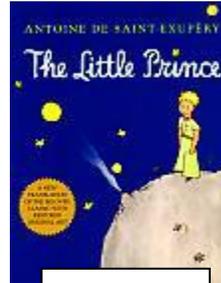
Borrow from Kindergarten (Unit 2)

## Fifth Grade Unit 5

### Students Select a Book to Read



15 copies



15 copies

### Alice's Adventures in Wonderland

#### 2. Literature Response

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text. (1<sup>st</sup> Q focus standard)

#### 3. Literature Response

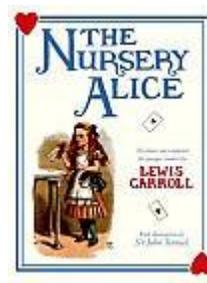
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (4<sup>th</sup> Quarter)

#### 4. Literature Response

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (4<sup>th</sup> Quarter)



15 copies



#### 5. Literature Response

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (4<sup>th</sup> Quarter)

## Fifth Grade Unit 5

### 6. 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. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)



**Salvador Dali**  
The Persistence of  
Memory (1931)



**Rene Magritte**  
The False Mirror  
(1928)



**Rene Magritte**  
Time Transfixed  
(1938)

## The Little Prince

### 7. Literature Response

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (4<sup>th</sup> Quarter)

### 8. Literature Response

L.5.5.a. Interpret figurative language, including similes and metaphors, in context. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)  
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. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

### 9. Literature Response

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (4<sup>th</sup> Quarter)

### 10. Music Appreciation

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

Steve Schunch, *The Little Prince* (1997) (Night Heron Music)

[http://www.nightheron.com/trees\\_activityguidethelittleprince.html](http://www.nightheron.com/trees_activityguidethelittleprince.html)

# Fifth Grade Unit 5

## General

### 11. Partner Discussion

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (4<sup>th</sup> Quarter)

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (4<sup>th</sup> Quarter)

### 12. Dramatization/Fluency

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### Poems

“Against Idleness and Mischief” (Isaac Watts)

“The Mouse’s Tale” (from *Alice’s Adventures in Wonderland*) (Lewis Carroll)

“The Star” (Ann and Jane Taylor)

“Twinkle, Twinkle, Little Bat” (from *Alice’s Adventures in Wonderland*) (Lewis Carroll)

“The Spider and the Fly” (Mary Howitt)

“Tis the Voice of the Lobster” (“Lobster Quadrille”) (from *Alice’s Adventures in Wonderland*) (Lewis Carroll)

“Queen of Hearts” (Mother Goose)

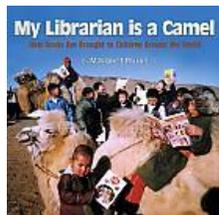
“How Doth the Little Crocodile” (from *Alice’s Adventures in Wonderland*) (Lewis Carroll)

### 13. Media Appreciation

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (4<sup>th</sup> Quarter)

### 14. Informational Text Response

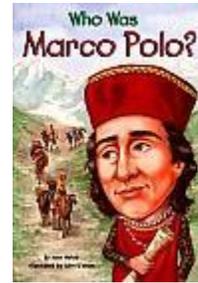
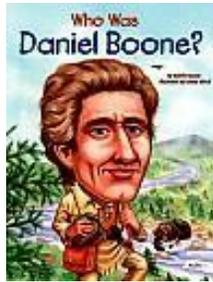
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)



## Fifth Grade Unit 5

### 15. Research Report

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



8 copies of each title

### 16. Narrative Writing

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

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.*
- Use concrete words and phrases and sensory details to convey experiences and events precisely.*
- 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.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### 17. Word Study

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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.

# Fifth Grade Unit 5

## 18. Informative/Explanatory Essay

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

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

SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

## 19. Art/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.



**Wilfredo Lam**  
Untitled



**Roberto Matta**  
Psychological Morphology



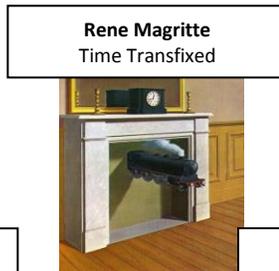
**Giorgio de Chirico**  
Disquieting Muses



**Salvador Dali**  
The Persistence of Memory



**Rene Magritte**  
The False Mirror



**Rene Magritte**  
Time Transfixed



**Jean (Hans) Arp**  
Mountain, Navel, Anchors, Table



**Marcel Duchamp**  
Bicycle Wheel

## Fifth Grade Unit 5

### 20. Art Connections/Class Discussion

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. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

**Rene Magritte**  
Time Transfixed  
(1938)



**Marcel Duchamp**  
Bicycle Wheel  
(1913)



### 21. Grammar and Usage

L.5.1.e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (4<sup>th</sup> Quarter)

### 22. Mechanics/Grammar Wall

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3<sup>rd</sup> Quarter and 4<sup>th</sup> Quarter)

### 23. 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.

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

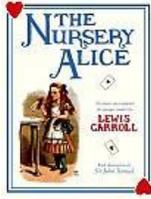
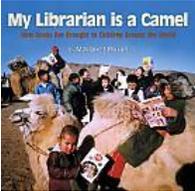
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

## Fifth Grade Unit 5

### Text Talk Texts

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

	<i>The Nursery "Alice"</i> By Lewis Carroll and John Tenniel	cross	angry, bad-tempered
		elegant	stylish in appearance, graceful, refined
		prim	very proper, formal in manner
	<i>The Spider and the Fly</i> Poem by Mary Howitt <b>Day 1</b>	vain	overly concerned with one's own looks,
		weary	feeling very tired or fatigued
		fiercely	extremely strong
	<i>The Spider and the Fly</i> Poem by Mary Howitt <b>Day 2</b>	gauzy	very thin, light material with very small holes
		subtle	not easy to sense, not obvious
		hither	to or toward this place
	<i>The Spider and the Fly</i> Poem by Mary Howitt <b>Day 3</b>	wily	with lots of tricks
		idle	doing nothing
		heed	to follow the advice of
	<i>My Librarian is a Camel: How Books are Brought to Children Around the World</i> By Margriet Ruurs	inspire	to cause to work hard or be creative, to motivate, stimulate
		passionate	having or showing strong feelings, strong emotions
		remote	referring to a far-away place or time
	<i>Tis the Voice of the Lobster</i> By Lewis Carroll	contemptuous	someone who is full of hatred for someone or something.
		timid	shy and fearful
		tremulous	shaking, fearful