**5th Grade – Unit 3:**

**Suggested Scope and Sequence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 1****Goal:** I can determine the main ideas of **a text** and explain how they are supported by key details. **Guiding Questions:** *How do authors organize their writing to convey their ideas clearly?* | **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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. **W.5.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. **L.5.1e** Use correlative conjunctions (e.g., either /or, neither/nor). | Main idea Key Details Nonfiction text features* Titles
* Pictures
* Captions
* Maps
* Chart/ graphs
* Table of contents
* Glossary
* Index
* Footnotes

Summary Similarities and differences | Main idea & analyze multiple accounts * Chapters/selections from If You Lived With…series (written in 2nd person)
* Chapter/selections from A New Nation
* Nonfiction chapters/selections from Pioneer Sampler. ( written in 3rd person)
 | * Notice Nonfiction text features in text.
* Create text features foldable in notebook
* Analyze multiple short texts of the same topic. This will prepare the students for next week when they need to compare the texts.
* Explicitly teach main idea and key details. Anchor chart
* Teacher model writing restating ideas from text. Focus on: How to organize the information (format), Choice of facts to include(importance), quotations(evidence), Use correlative conjunctions if appropriate.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 2****Goal:** I can determine the **similar** ideas of **multiple texts** and explain how they are supported by key details.**Goal:** I can determine the **similar** ideas of **multiple texts** and **verbally summarize** their ideas clearly. **Goal:** I can determine the point of view of the author.**Guiding Questions:** *What words or phrases signal the author’s opinion on the topic?* | **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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. **W.5.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. **SL.5.**3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**L.5.2d** Use underlining, quotation marks, or italics to indicate titles of works. | Point of view* First person
* Second person
* Third person
 | Analyze multiple accounts:* Chapters/selections from If You Lived With…series (written in 2nd person)
* Chapter/selections from A New Nation
* Nonfiction chapters/selections from Pioneer Sampler. ( written in 3rd person)

Summarize speaker:* Great Speeches by Native Americans- “I Will Fight No More Forever”

(This is a complex text.) | Foldable activities to teach 1st, 2nd and 3rd person text.Use same short texts from last week to compare main ideas and point of view of the authors. Continue teacher modeling of writing with student assistance or independent practice. Add citing titles of work referenced in writing using underlining, quotation marks or italics.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 3****Goal:** I can **combine** (integrate) the **similar** ideas of **multiple texts** and summarize their key details clearly **in writing**. **Guiding Questions:** *What are the important parts of each text?**How are the texts similar?* |  **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**W.5.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |  | Integrate information from several texts on the same topic & conduct research. * Chapters/selections from If You Lived With…series
* Chapter/selections from A New Nation
* Nonfiction chapters/selections from Pioneer Sampler.
 | Explicitly teach students how to take notes/organize information by main ideas/key detailsModel and practice summarizing nonfiction texts using the main idea and key detailsWrite informational piece on content discussed. Use two or more text to combine ideas from both.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 4****Goal:** I can **combine** (integrate) the **similar** ideas of **multiple texts** and summarize their ideas clearly **in writing****Guiding Questions:** *What are the important parts of each text?**How are the texts similar?* | **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **W.5.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**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.**SL.5.4** Report on a topic or text 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. **L.5.3a** Expand, combine and reduce sentences for meaning, reader/listener interest and style. |  | Integrate information from several texts on the same topic & conduct research. * Chapters/selections from If You Lived With…series
* Chapter/selections from A New Nation
* Nonfiction chapters/selections from Pioneer Sampler.
 | * presentations of individual writing
* Practice citing sources in research
 |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 5****Goal:** point of view…**Guiding Questions:** How does the speaker’s point of view affect the description of events in the text? | **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.  | -Vocabulary Power Point Presentation on Teacher Created resources.  | Point of view* The Birchbark House
* The True Story of the Three Little Pigs (K Unit 2)
* Trickster Tales
* Pioneer Sampler
* Short Stories from ReadWorks.org
 | * Discuss historical fiction story with Native American character.
* Text walk to notice pictures, structure, etc.
* Make connections to research the past 4 weeks
* Discuss point of view and perspective after first two chapters.
* Keep class anchor chart of Omakayas’ character traits with proof at beginning, middle and end (interactive notebook)
* Discuss how Omakayas has changed, what has caused that change, provide proof
* Write a character sketch using adjectives inferred.
* Discuss how narrator’s point of view influences how the events are described.
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Focus Standard** | **Vocabulary Addressed** | **District Resources** | **Suggested Activities** |
| **Week 6****Goal:**  I can describe how point of view influences how events are described.I can compare and contrast stories from the same genre (or on the same topic)**Guiding Questions:** How do authors use point of view to develop topics and themes? |  **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.  | * Theme analysis
 | Compare and Contrast* The Birchbark House
* The True Story of the Three Little Pigs (K Unit 2)
* Trickster Tales
* Pioneer Sampler
* Short Stories from ReadWorks.org
 | * Review compare/contrast thinking skills steps (or teach explicitly if you have not done so this year)
* Compare/contrast Maple sugaring in Birchbark House with Pioneer Sampler.
* Continue anchor chart of traits and proof
* Literacy analysis writing practice
* Vocabulary instruction ( four boxes; synonym, antonym, definition, picture)
* RL standards Summative Assessment
 |