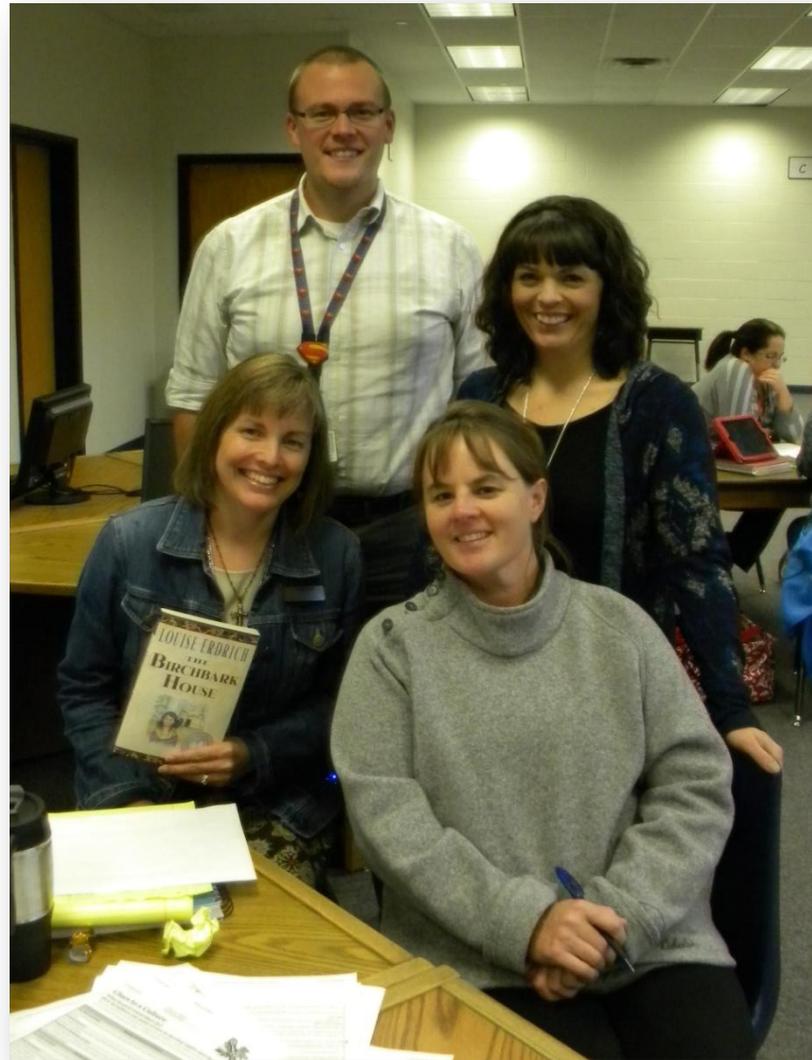


Clues to a Culture

5th grade Unit 3



Planning Team

Tracy Craft ,Brian Anderson, Jenn Bradshaw , Cathy Dunlap
(not pictured Kerri Wells)

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

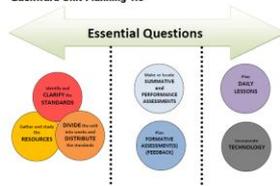
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

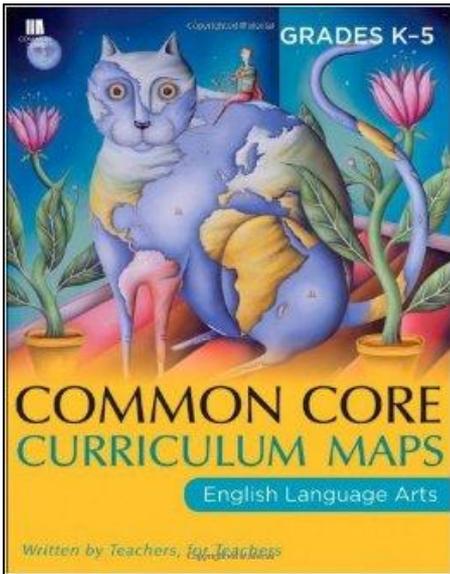
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



Clues to a Culture



What do good researchers do?

How do authors use point of view to develop topics and themes?

| Week | Standards | Texts |
|------|-----------|-------|
|------|-----------|-------|

1

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 & Analyze Multiple Accounts:

- Chapters/sections from If You Lived With... series
- Chapters/sections from A New Nation
- Non-Fiction Chapters/sections from Pioneer Sampler

2

RI.5.1 Quote Accurately

RI.5.6 Analyze multiple accounts

W.5.2 Write informative/explanatory

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

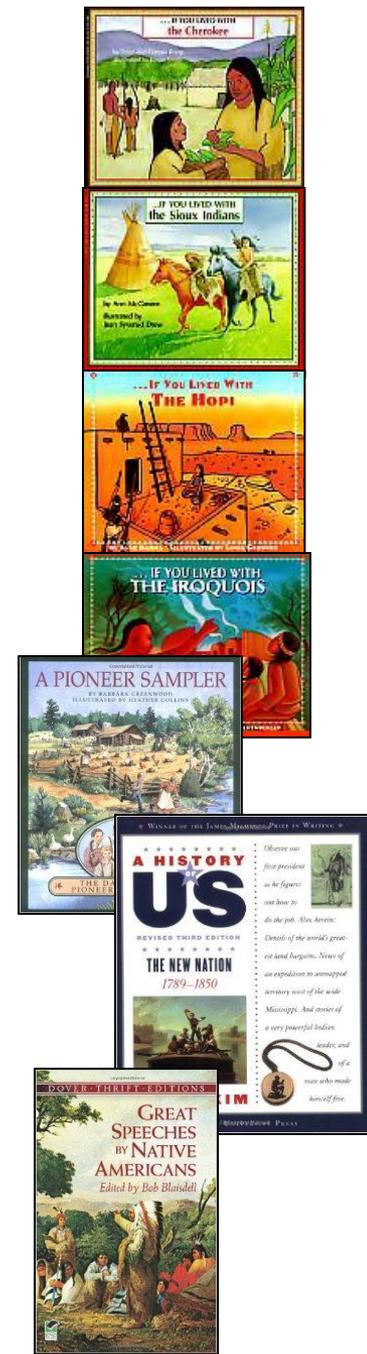
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.

Analyze Multiple Accounts:

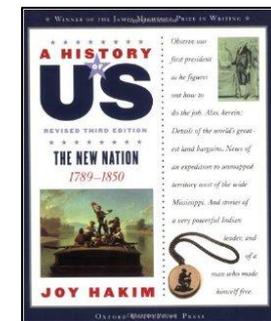
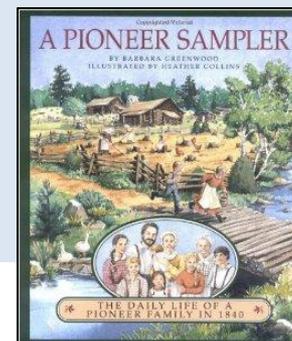
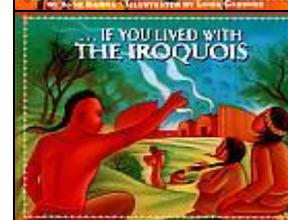
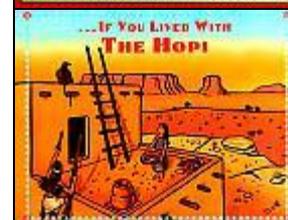
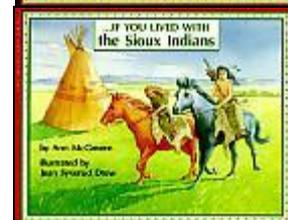
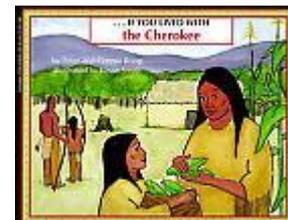
- Chapters/sections from If You Lived With... series
- Chapters/sections from A New Nation
- Non-Fiction Chapters/sections from Pioneer Sampler

Summarize Speaker:

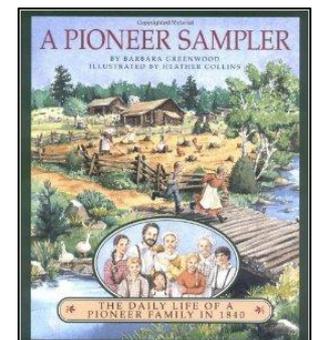
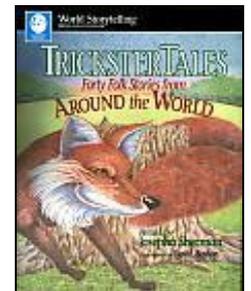
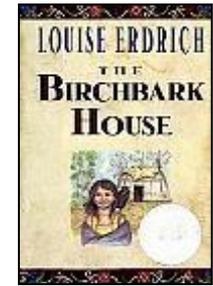
- Great Speeches by Native Americans—"I Will Fight No More Forever" or any other relevant chapter



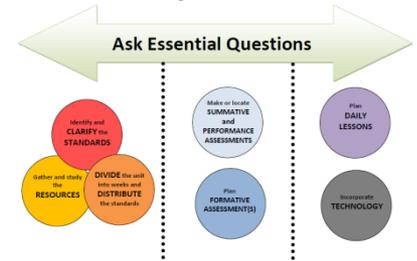
| Week | Standards | Texts |
|------|---|---|
| 3 | <p>RI.5.1 Quote Accurately</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2 Write informative/explanatory</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p>Integrate info. from several texts on same topic & conduct research:</p> <ul style="list-style-type: none"> •Chapters/sections from •<u>If You Lived With...</u> series •Chapters/sections from •<u>A New Nation</u> •Non-Fiction Chapters/sections from <u>Pioneer Sampler</u> |
| 4 | <p>RI.5.1 Quote Accurately</p> <p>W.5.2 Write informative/explanatory</p> <p>W.5.7 Short research projects</p> <p>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.</p> <p>SL.5.4 Report on a topic or text or present an opinion 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.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p>Integrate info. from several texts on same topic & conduct research:</p> <ul style="list-style-type: none"> •Chapters/sections from •<u>If You Lived With...</u> series •Chapters/sections from •<u>A New Nation</u> •Non-Fiction Chapters/sections from <u>Pioneer Sampler</u> |



| Week | Standards | Texts |
|------|---|--|
| 5 | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Point of View:</p> <ul style="list-style-type: none"> • <u>The Birchbark House</u> • <u>The True Story of Three Little Pigs (K unit 2)</u> • <u>Trickster Tales</u> • <u>Pioneer Sampler</u> <p>• Short stories from ReadWorks.org</p> |
| 6 | <p>RL.5.1 Quote accurately</p> <p>RL.5.6 Point of view</p> <p>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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Compare & Contrast:</p> <ul style="list-style-type: none"> • <u>The Birchbark House</u> • <u>The True Story of Three Little Pigs (K unit 2)</u> • <u>Trickster Tales</u> • <u>Pioneer Sampler</u> <p>• Short stories from ReadWorks.org</p> |



Backward Unit Planning 1.0



| Week | Standards | Essential Questions |
|------|-----------|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | What do good researchers do? |
| 5 | | |
| 6 | | How do authors use point of view to develop topics and themes? |