

Fifth Grade Unit 2

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.

Inventive Thinking

“How does creativity change the world?”
6 weeks

SEPTEMBER 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					

OCTOBER 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		

Link to Pacing Guide
[Unit 2](#)

Suggested Activities and Assessments (from pg. 354-356 Common Core Curriculum Maps)
The listed standards appear on the 1st and/or 2nd Quarter Scoring Guides

1. Literature Response

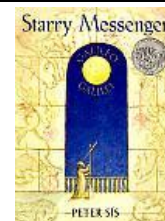
- RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2nd Quarter)
- RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (2nd Quarter)



29 copies

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. (1st Quarter)
- 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). (1st Quarter)



3. Informational Text Graphic Organizer

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (2nd Quarter)

4. Class Discussion

- SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (1st Quarter and 2nd Quarter)
- SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (1st Quarter)

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5. Class Discussion

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. (2nd Quarter)

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.



6. Research and Informational/Explanatory Writing (Multimedia Presentation)

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (2nd Quarter)

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. (1st Quarter)

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (1st Quarter)

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (1st Quarter)

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

L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.



7. Journal Writing

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.

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]").

Leonardo da Vinci's original notebook

<http://www.bl.uk/onlinegallery/ttp/leonardo/accessible/introduction.html>



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8. Word Study

L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

9. Listening/Musical Appreciation

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

(1st Quarter and 2nd Quarter)

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)

"Greensleeves" (1580) <http://www.youtube.com/watch?v=P5ltNxpwChE>

"English Renaissance Music" Canadian Brass

The King's Singers http://www.youtube.com/watch?v=OYbN_2hqFol

10. Art/Role Playing Writing

SL.5.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (1st Quarter and 2nd Quarter)

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

(2nd Quarter)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.*
- Provide logically ordered reasons that are supported by facts and details.*
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*
- Provide a concluding statement or section related to the opinion presented.*



Sistine Chapel - Michelangelo

11. Class Discussion

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

(1st Quarter and 2nd Quarter)



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12. Informative/Explanatory Essay

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.5.4. 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.
- L.5.1.b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

(1st Quarter)

13. Grammar and Usage

- L.5.1.c. Use verb tense to convey various times, sequences, states, and conditions.

(1st Quarter and 2nd Quarter)

14. 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.

15. 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.

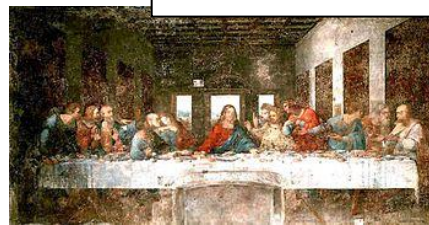
16. Art/Class Discussion

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

(1st Quarter and 2nd Quarter)



School of Athens- Raphael



The Last Supper- da Vinci

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17. Art/Class Discussion

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

(1st Quarter and 2nd Quarter)



Mona Lisa- da Vinci



St. George- Donatello

Additional Resources:

Tell the Truth Leonardo da Vinci

http://books.google.com/books?id=fT-ICqAeTGyC&pg=PA46&lpg=PA46&dq=Leonardo+da+Vinci+reader's+theater&source=bl&ots=OBjm5OMZD8&sig=TDZPya0N1a9pvBb6h7Y81vAOmvY&hl=en&sa=X&ei=ceVVUaDxAuO_0gH6-4HABw&ved=0CDwQ6AEwAw#v=onepage&q=Leonardo%20da%20Vinci%20reader's%20theater&f=false

Hugo Cabret

<http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-040212-HugoPlay.pdf>

A Readers' Theater Adaptation of Emily Arnold McCully's *Marvelous Mattie: How Margaret E. Knight Became an Inventor*

http://www.thebestclass.org/Marvelous_Mattie.pdf

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Text Talk Texts <u>Text Talk Tier II words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>So You Want To Be An Inventor?</i> By Judith St. George and David Small	folly	an act of foolishness or a lack of good sense
		tinker	to play around with something or to try to change or fix it.
		notches	to cut a notch in
	<i>The Apprentice</i> By Pilar Molina Llorente and Juan Ramon Alonso	enlighten	to make understand for the first time
		ingrained	done so often as to be part of
		expound	to explain further or in more detail
	<i>Starry Messenger</i> By Galileo Galilei	scrutinized	to look at something very closely or very carefully
		refute	to prove that something is false
		heresy	a belief that goes against accepted practice
	<i>The Invention of Hugo Cabret</i> By Brian Selznick	decrepit	broken down by age, illness or hard use.
		cog	one of many teeth on a wheel that fit into teeth on another wheel and turn it:
		automation	the use of machines and technology to make processes run on their own without manpower
	<i>Toys! Amazing Stories Behind Some Great Inventions</i> By Don. L Wulffson and Laurie Keller Bicycles	evolved pg. 50	to develop, change
		primitive pg. 50	unchanged since ancient times
		vogue pg. 57	something popular or fashionable
	<i>Leonardo Beautiful Dreamer</i> By Robert Byrd	craggy	rough, rugged
		colossal	something massive in size
		daunting	to make afraid, discourage