

Fifth Grade Unit 3

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.

Clues to a Culture

“How does literature provide insight into a culture?”

6 weeks

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		

NOVEMBER 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

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				

Link to Pacing Guide

[Unit 3](#)

Sample Activities and Assessments (pg. 364-366 Common Core Curriculum Maps)

The listed standards appear on the 2nd Quarter Scoring Guide

1. Class Discussion

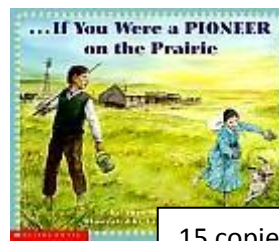
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

2. Literature Response

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



29 copies

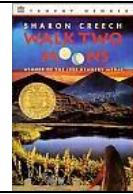


15 copies

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3. Literature Response

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



4. Informative/Explanatory Writing (and Multimedia Presentation)

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

W.5.2.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.

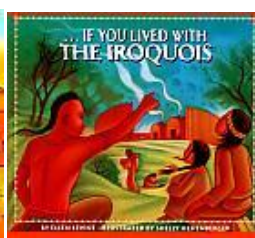
W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic

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

L.5.1.d. Recognize and correct inappropriate shifts in verb tense.



8 copies of each title

5. Literature Response

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. Opinion Writing

W.5.1.a. 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.

W.5.1.b. Provide logically ordered reasons that are supported by facts and details.

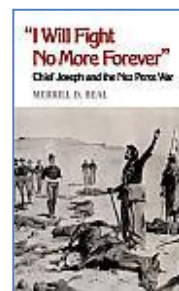
W.5.1.c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

W.5.1.d. Provide a concluding statement or section related to the opinion presented.

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.

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

L.5.1.d. Recognize and correct inappropriate shifts in verb tense.



I Will Fight No More Forever http://pinkmonkey.com/dl/library1/fight_.pdf

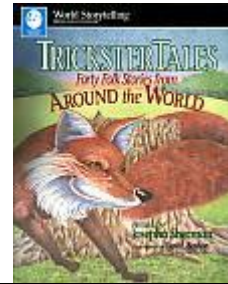
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7. Class Discussion

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.

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9. 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.

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.

10. Music/Art Appreciation

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.

11. Informative/Explanatory Essay

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.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]*").

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]*").

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

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

d. Recognize and correct inappropriate shifts in verb tense.

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

c. Use a comma to set off the words *yes* and *no* (e.g., *yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)

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12. Art/Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- 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.



Edward S. Curtis
Apache Still Life
(1907)



Noah H. Rose
View of two Native American
Apache women outside their
cloth-covered wickiups in a
camp in Arizona
(1880)



Artist Unknown
Indian Village,
Alaska
(1897)

13. Art/Class Discussion

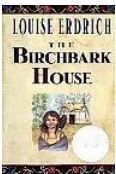
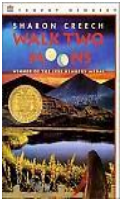
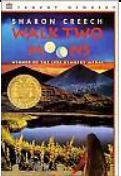
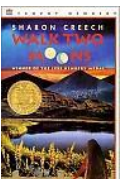
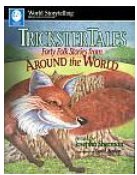
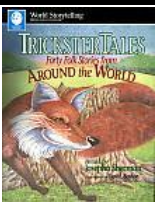
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Haida Mask
(1879)



**Wooden Hopi
Kachina Doll**
(1925)

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Text Talk Texts			
<u>Text Talk TierII words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>The Birchbark House</i> By Louise Erdrich Chapters 1 and 2	pliable pg. 9	flexible, capable of being bent or shaped:
		vanquished pg. 12	means to defeat or overcome
		droves pg. 12	a moving crowd of people
	<i>Walk Two Moons</i> By Sharon Creech Chapter 1	"Plucked me up like a weed"	Means pulled out and forced to leave a place that she loved. To imply that Sal was a week means she didn't have much to say in the decision.
		"like a plaster wall in our old house"	Sal is describing Phoebe as a plaster wall because you have to chip away to find her story.
		caboodle	the whole number or quantity of people or things
	<i>Walk Two Moons</i> By Sharon Creech Chapter 5	ruination	a state of being ruined, destroyed, or bankrupted
		damsel	a girl or young woman in trouble
		dismantled	to take apart, break down into pieces
	<i>Walk Two Moons</i> By Sharon Creech Chapter 6	divulge	to disclose information or share private information
		diabolic	very wicked or cruel
		primly	formally precise or proper
	<i>Trickster Tales: Forty Folk Stories from Around the World</i> By Josepha Sherman Why Anansi Owns Every Story	scuttled	to move quickly
		sapling	a young tree
		perilous	a dangerous situation
	<i>Trickster Tales: Forty Folk Stories from Around the World</i> By Josepha Sherman Coyote Goes Hunting	tainted	to infect, contaminate, corrupt, or spoil.

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Additional Resources:

Reader's Theater for *Little House on the Prairie*, Chapter 11 "Indians in the House."
<http://www.uni.edu/icss/pathways/Lesson%20Module%20Laura%20Ingalls%20Wilder.pdf>

The Adventure of Mouse Deer (trickster tale)
http://www.aaronshep.com/rt/RTE35_Team.html

Variety of Leveled Scripts (requires a password)
<http://www.readinga-z.com/book/scripts.php>