Fifth Grade English Language Arts
2nd Grading Period (9 weeks)

Power Objectives:
- Infer/interpret and cite text evidence. (5.R.1)
- Analyze how author’s shape meaning, tone, and style of text. (5.R.2)
- Evaluate arguments and resolve conflicting views. (5.R)
- Read and comprehend complex grade-level text. (5.R)
- Write opinion pieces. (5.W.1)
- Write informative/explanatory texts. (5.W.2)
- Conduct research. (5.W.7)
- Engage in collaborative conversations. (5.SL.1)
- Present knowledge and ideas using media. (5.SL)
- Demonstrate command of the conventions of language. (5.L.1)
See below for power objectives and supporting indicators.

Academic Vocabulary: See below for more vocabulary.
- figurative language
- simile
- metaphor
- idioms
- adages
- proverbs
- roots
- affixes
- comma
- quotation marks
- conjunctions
- prepositions
- interjections
- main ideas
- supporting details
- opinion
- facts
- phrases
- clauses
- theme
- story
- drama
- poem
- character
- setting
- theme
- inferences
- sensible
- wardrobe
- peg
- abide
- beckoned
- alliance

Enduring Understandings:
- Students will understand that words powerfully affect the meaning of a text.
- A reader’s ability to compare and contrast leads to deep understanding of characters, setting and events.
- When comprehending text, a reader thinks about meanings of words, characters, and themes while reading a text.
- Main ideas are supported by details that display facts/evidence that revert back to the main topic (idea).
- Point of view influences how events are described.
- Words become part of our language in many ways, through reading, writing, listening, and speaking.
See below for additional enduring understandings.

Essential Questions:
- Why do readers need to pay attention to a writer’s choice of words?
- Why does figurative language and sensory details add to the interpretation and enjoyment of literature?
- Why does figurative language and sensory details make text more visual and realistic?
- How do we know that we comprehend what we read?
- What details help uncover the theme/message/moral in a story?
- How does the reading of informational and expository texts, along with fictional texts expand our knowledge of the world?
See below for additional essential questions.

Good vs. Evil
Power Objectives and Supporting Indicators:

- **Read to infer/interpret and cite text evidence.** (5.R.1)
  - 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - 5. RL.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.
  - 5. RL.3 Compare and contrast 2 or more characters, settings, or events in a story or drama, drawing on specific text details.
  - 5.L.6 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - 5.RI.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.

- **Analyze how author’s shape meaning, tone, and style of text.** (5.R.2)
  - 5.RL.6 Describe how a narrator or speaker’s point of view influences how events are described.
  - 5.RL.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject are.
  - 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
  - 5.RI.4 Describe how a narrator’s or speaker’s point of view influences how events are described.

- **Evaluate arguments and resolve conflicting views.** (5.R)
  - 5.RL.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).
  - 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
  - 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- **Read and comprehend complex grade-level text.** (5.R)
  - 5.RL/RI.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Power Objectives and Supporting Indicators:

- Write opinion pieces. (5.W.1)
  - 5.W.1.a Introduce a topic or text clearly, state and opinion, and create an organized structure in which ideas are logically grouped to support the writer’s purpose.
  - 5.W.1.b Provide logically ordered reasons that are supported by facts and details.
  - 5.W.1.c Link opinion and reasons using words, phrases, and clauses.
  - 5.W.1.d Provide a concluding statement or section related to the opinion presented.
  - 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 5.W.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.
  - 5.W.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 setting.
  - 5.W.10 Write routinely over extended time frames and shorter time frames for a range of disciplines-specific tasks, purposes, and audiences.

- Write informative/explanatory texts. (5.W.2)
  - 5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
  - 5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - 5.W.2.c Link ideas within and across categories of information using words, phrases, and clauses.
  - 5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - 5.W.2.e Provide a concluding statement or section related to the information or explanation presented.
  - 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 5.W.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.
  - 5.W.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 setting.
  - 5.W.10 Write routinely over extended time frames and shorter time frames for a range of disciplines-specific tasks, purposes, and audiences.
Power Objectives and Supporting Indicators:

- **Conduct research. (5.W.7)**
  - 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply grade 5 Reading standards to literature and grade 5 Reading standards to informational texts).
  - 5.W.8 Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 5.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - 5.W.10 Write routinely over extended time frames and shorter time frames for a range of disciplines-specified tasks, purposes, and audiences.

- **Engage in collaborative conversations. (5.SL.1)**
  - 5.SL.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.
  - 5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
  - 5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - 5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.
  - 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- **Present knowledge and ideas using media. (5.SL)**
  - 5.SL.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.
  - 5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - 5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Power Objectives and Supporting Indicators:

- **Demonstrate command of the conventions of language. (5.L.1)**
  - 5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - 5.L.1.e Use correlative conjunctions (e.g. either/or; neither/nor).
  - 5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- **Demonstrate capitalization, punctuation and spelling when writing. (5.L.2)**
  - 5.L.2.a Use punctuation to separate items in series.
  - 5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.
  - 5.L.2.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?)
  - 5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.
  - 5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

- **Determine the meaning of unknown words when reading grade-level text. (5.L.4)**
  - 5.L.4.a Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - 5.L.4.b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).
  - 5.L.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.
  - 5.RF.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- **Demonstrate understanding of suggested meaning of words. (5.L.5)**
  - 5.L.5.a Interpret figurative language, including similes and metaphors, in context.
  - 5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
  - 5.L.5.c Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
  - 5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.)
Enduring Understandings:
• Reading a variety of text types expands knowledge in of many subject areas.
• Understanding and identifying the main idea(s) of a text can enable students to effectively summarize.
• Effective writers select important and relevant supporting details from sources when writing expository/informative text.
• Research writing is a tool for thinking; solving problems, exploring issues, constructing questions, and addressing inquiry.
• Focused, well organized and revised writing helps to clearly explain/convey information.
• Words become part of our language in many ways, through reading, writing, listening, and speaking.
• The student will understand that figurative language, including sensory details, enhance a piece of text, while aiding in interpreting the meaning of the text.
• Students will understand that sensory details in figurative language aid in visualization, particularly in using the “mind’s eye.”
• Technology can be used to locate information through databases, web searches, online encyclopedias, and more.
• Spelling words correctly ensures the word is correctly read ad understood, and avoids possible multiple meanings.
• A rich vocabulary allows us to understand and communicate more effectively.
• Words become part of our language in many ways, through reading, writing, listening, and speaking.
• Reading text and collaborating/discussing with students aids in the comprehension of the text.
• Electronic media/technology such as power points, wikis, noodle tools and more can enliven a presentation and help bring the subject to life.

Essential Questions:
• How does identifying and understanding the main idea of a text lead to the ability to summarize?
• What is the relationship between main ideas and supporting details?
• How does research and building background knowledge make you gain a deeper understanding of information?
• How does organizational structure impact writing?
• How do writers determine which details to include?
• Why does audience matter when writing?
• What makes writing worth reading?
• Why is correct spelling important in writing?
• Why is vocabulary study important?
• How do we learn new words?
• Why is it important to read different types of books?
• Why do readers discuss text?
• How can presentations be improved through the use of electronic media/technology?
Academic Vocabulary:

- boughs
- camphors
- centaur
- cordial
- councilor
- courtier
- crockery
- dominion
- doubtfully
- enchantment
- festoon
- fraternize
- gaiety
- geography
- gilded
- gluttony
- harboring
- incantation
- inquisitive
- liberated
- lithe

- lulling
- mantle
- mantelpiece
- melancholy
- mortar
- pavilion
- plague
- parcels
- plumage
- prodigious
- prophecy
- prigs
- quarry
- remnant
- renounced
- reign
- satyrs
- siege
- solemn
- scheme
- spade

- spiteful
- stratagem
- spires
- treacherous
- trowel
- turret
- valiant
- whet
- sledge
- infer
- cite
- interpret
- analyze
- sequence
- compare
- contrast
- discuss
- multimedia
- quote
- explain