

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

<b>Course Title: Grade 5 ELA</b>		
<b>School: Thomaston Center School</b>	<b>Grade: 5</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Biography: Individuals Who Inspire</b>		<b>Unit Two: Justice for All-Stories of Human Rights</b>
<b>Unit Pacing: 8-9 weeks</b>		<b>Unit Pacing: 8-9 weeks</b>
<p><b>Unit Overview:</b> This unit begins with a brief study of the importance of sports in American culture over time. The heart of this module is a whole class study of the short but challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i> (1030L) by his daughter, Sharon Robinson. (Students will read selected segments; some of these will be read aloud.) Students will analyze Jackie Robinson as a specific example of an athlete who served as a leader who broke barriers in society. They will also begin to study argumentative writing, analyzing how the author Sharon Robinson provides evidence to support her opinions. Students then choose to learn about one of three other respected sports figures (using resources such as <a href="http://Freckle.com">Freckle.com</a>). Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived. Students will build their research skills by reading biographical articles and other informational texts. They also will continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence. For the final performance task, each student will write a letter to a publishing company explaining the need for a biography about their selected athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's impact on American society. They must support their opinions with evidence</p>		<p><b>Unit Overview:</b> What are human rights? How do real people and fictional characters respond when those rights are challenged? In this unit, students will push their ability to read and understand complex text as they consider this question. Students will begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), coupled with short primary accounts of people around the world who currently face human rights challenges.</p> <p>Students will do a whole-class study of <i>Esperanza Rising</i> (740L) by Pam Muñoz Ryan, applying their new learning about human rights as one lens through which to interpret the character and theme in this rich novel—a complex story set in Mexico and rural California during the early 1930s. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students will synthesize their meaning of human rights. The specific literacy focus is on supporting understanding through quoting directly from text, inferring theme, and comparing and contrasting how different texts address the topics and themes of human rights. Students will write an analytical essay in which they describe how a character in the novel responds to challenges. This performance task centers on ELA standards W.5.3, W.5.4, W.5.5, and W.5.11.</p>

<p>from their research. This task centers on ELA CCSS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6</p>	
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do biographical/informational texts teach us?</li> <li>2. How can we take inspiration from others to better ourselves?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What lessons can we learn about human rights through literature and life?</li> <li>2. How can we tell powerful stories about people’s experiences?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can explain important relationships between people, events, and ideas in a historical text using specific details in the text. (CCSS.ELA-LITERACY.RI.5.3)</li> <li>2. (Reading) I can make inferences using quotes from the text. (CCSS.ELA-LITERACY.RL.5.1)</li> <li>3. (Writing) I can write an opinion piece that supports a point of view with reasons and evidence. (CCSS.ELA-LITERACY.W.5.1.A)</li> <li>4. (Writing) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.5.4)</li> <li>5. (Speaking and Listening) I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (CCSS.ELA-LITERACY.SL.5.1)</li> <li>6. (Language) I can use conventions to send a clear message to my reader. (CCSS.ELA-LITERACY.L.5.2)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. (Reading) I can explain what a text says using quotes from the text. (CCSS.ELA-LITERACY.RL.5.1)</li> <li>2. (Reading) I can determine a theme based on details in the text. (CCSS.ELA-LITERACY.RL.5.2)</li> <li>3. (Writing) I can construct a concluding statement or section of an informative/explanatory text. (CCSS.ELA-LITERACY.W.5.2.E)</li> <li>4. (Writing) I can introduce a topic or text clearly, state an opinion, and organize the reasons and ideas clearly that support my purpose. (CCSS.ELA-LITERACY.W.5.1.A)</li> <li>5. (Speaking and Listening) I can draw conclusions based on information and knowledge shared in a discussion or group activity. (CCSS.ELA-LITERACY.SL.5.1.D)</li> <li>6. (Language) I can use what the text says (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase). (CCSS.ELA-LITERACY.L.5.4)</li> </ol>
<p><b>Unit Three: Natural Disasters</b></p>	<p><b>Unit Four: Sides to a Story - Understanding Point of View</b></p>

<p><b>Unit Pacing: 8-9 weeks</b></p>	<p><b>Unit Pacing: 8-9 weeks</b></p>
<p><b>Unit Overview:</b> This unit engages students in a high-interest topic—natural disasters—with a literacy focus on point of view in literature, research, and argumentative writing. The unit integrates science content (extreme natural events) with a Social Studies focus on the Western Hemisphere and the role of multinational organizations (WFP, Red Cross, etc.). Students will learn about the science behind natural disasters, specifically earthquakes and hurricanes. Students will also read two pieces of literature that is set during a natural disaster. They consider what they can learn from literature about natural disasters and their impact on the people who experience them. This is explored through an analysis of the narrator’s point-of-view and how this impacts the description of natural disasters.</p> <p>Students will work in teams to research natural disasters that have affected life in the Western Hemisphere. As a connection to Social Studies, students also will read primary source documents to learn about how the United States and multinational organizations, such as the Red Cross, respond to disasters in the Western Hemisphere. Based on this research, students then will draft and revise an argumentative paper in which they will present orally. Students will take a stand on what role U.S. humanitarian organizations should take when neighboring countries are struck by natural disasters. This written and public speaking performance task centers on ELA standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, and L.5.6.</p>	<p><b>Unit Overview:</b>In this unit, students explore the different perspectives during the Revolutionary War. This unit is designed to aligned with a Social Studies Unit on the same era. Students research and learn why the 13 American colonies declared independence, how colonists’ opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. After a study of these varying points-of-view, students construct an opinion piece proclaiming reasons to be a Loyalist or a Patriot.</p> <p>Students will build background knowledge on the war itself through close readings of several informational texts. Students will draw inferences as they begin to think about what events caused the war and events that happened in the war. They also begin to gather evidence on the perspectives of the Patriots and Loyalists. To deepen their understanding of Patriot versus Loyalist, students will also read the historical fiction play, <i>Divided Loyalties</i>.</p> <p>Drawing on their background knowledge about the Revolutionary War (from social studies and the beginning of this unit), students will closely read the text, paying particular attention on how one’s point-of-view can influence one’s opinion as well as how one’s perspective can change.</p>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important that we understand and learn about natural disasters?</li> <li>2. What can we learn from other people’s reactions and responses to natural disasters?</li> <li>3. How does point-of-view affect a reader’s experience?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does a person’s perspective influence her or his opinion?</li> <li>2. Why should we respect the opinions of others?</li> </ol>

<p><b>Priority Learning Targets</b></p> <p>1. (Reading) I can describe how a narrator’s point of view influences the description of events. (CCSS.ELA-LITERACY.RL.5.6)</p> <p>2. (Reading) I can describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution. (CCSS.ELA-LITERACY.RI.5.5)</p> <p>3. (Writing) I can write arguments to support claims with reasons and information. (CCSS.ELA-LITERACY.W.5.1)</p> <p>4. (Writing) I can link my opinion and reasons using words, phrases, and clauses that show how they are related. (CCSS.ELA-LITERACY.W.5.1.C)</p> <p>5. (Speaking and Listening) I can paraphrase key ideas presented in a discussion or group activity (CCSS.ELA-LITERACY.SL.5.1.D)</p> <p>6. (Language) I can report on a topic or text or present an opinion while keeping the ideas in logical order (CCSS.ELA-LITERACY.L.5.6)</p>	<p><b>Priority Learning Targets</b></p> <p>1. (Reading) I can determine the meaning of words and phrases using inferencing skills by using context clues. (CCSS.ELA-LITERACY.RL.5.6)</p> <p>2. (Reading) I can analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent. (CCSS.ELA-LITERACY.RI.5.6)</p> <p>3. (Writing) I can provide logically ordered reasons that are supported by facts and details. (CCSS.ELA-LITERACY.W.5.1.B)</p> <p>4. (Writing) I can edit and revise my writing before publishing. (CCSS.ELA-LITERACY.W.5.5)</p> <p>5. (Speaking and Listening) CCSS.ELA-LITERACY.SL.5.1.B I can follow established rules for class discussions.</p> <p>6. (Language) I can expand, combine or reduce sentences for meaning. (CCSS.ELA-LITERACY.L.5.3)</p>