Wesson/Goldsborough

Grade 5 ELA

2019-20

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| **Unifying Concepts** | **Essential Questions**  **(Content and Skills Based)** | **Reading Complex Texts**  **3-5 short texts; 1 extended text(at a minimum) per quarter or module**  **Balance between fiction and informational text** | **Performance Assessments** | |
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| **Q1**  **Unifying Concept/Focus:**  Human Rights  Culture  Becoming a Close Reading and Writing to Learn | **Q1 Unit 1**  What are human rights?  What lessons can we learn about human rights through literature and life?  How can we tell powerful stories about people’s experiences? | **Q1 Unit 1 – Becoming a Close Reader and Writing to Learn: Stories of Human Rights**  **Central Text**  *Esperanza Rising* by Pam Nunoz Ryan  **Supplemental Texts**   * *Harvesting Hope by Kathleen Krull* * United Nations Office of the High Commissioner for Human Rights, Universal Declaration of Human Rights, adopted and proclaimed by General Assembly Resolution 217 A (III) of December 10, 1948. * United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012). * Human Rights Resource Center, background information on the UHDR: excerpt from “The History of the United Nations.” From * http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm (last accessed August 6, 2012). * Isau Ajeti and Blanche Gosselin, “From Kosovo to the United States” in *Skipping Stones* 16 (May–Aug 2004, Issue 3), 12. * Lesley Reed, “Teaching Nepalis to Read, Plant, and Vote,” in *Faces* 21 (April 2005, Issue 8), 26–28. | **Q1 Unit 1**  Assessment: Human Rights Vocabulary and Common Prefixes (L.5.4, L.5.6, and W.5.10)  On-Demand Analysis of a Human Rights Account (RI.5.1, RI.5.2, RI.5.3, RI.5.9 and W.5.9)  Assessment: Analyzing Sections of Esperanza Rising on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4)  Assessment: Comparing and Contrast How Two Characters Respond to Challenges (RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9)  Assessment: Matchbook Summary Project (RL.5.2, W..5.4, W.5.8) | |
| **Q2**  **Unifying Concept/Focus:**  Individual choices and their impact on society  Researching to Build Knowledge and Teaching Others | **Q2 Unit 2**  *How do new or improved technologies meet societal needs?*  *How do authors structure text and us visual elements to engage and support readers’ understanding of complex ideas?* | **Q2 Unit 2 – Inventions that Changed Peoples’ Lives**  **Central Text:**  Donald B. Lemke, *Investigating the Scientific Method with Max Axiom, Super Scientist*  Kathleen Krull, *The Boy Who Invented TV: The Story of Philo Farnsworth*  **Supplemental Texts:**   * “The Electric Motor” (written by Expeditionary Learning * “Ingenious Inventions by Women: The Windshield Wiper and Paper Bag Machine” (written by Expeditionary Learning * “Dr. James Naismith, Inventor of Basketball”(excerpts) * “First College Basketball Game” * “Big Thinkers: Was Steve Jobs this Generation’s Thomas Edison?” in Junior Scholastic. 11/21/2011, Vol. 114 Issue 6, p5-5. 1p. * “Steve Jobs,” in *Time for Kids* http://www.timeforkids.com/news/steve-jobs/21806 (excerpts) * “Television Takes the World by Storm” (video excerpts), <http://www.history.com/shows/modernmarvels/videos/television-takes-the-world-by-storm#televisiontakes-the-world-by-storm>. * “The TV Guy,” <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>. * Claudia Reinhardt and Bill Ganzel, “TV Turns On,” <http://www.livinghistoryfarm.org/farminginthe40s/life_27.html>. * Robert Hudson, “How Television Changed the World,” <http://www.infotechlive.com/how-television-changed-the-world.html>. * Paula Morrow, “Garrett Morgan: Inventor Hero,” in *Ask Magazine*, <http://www.askmagkids.com/>. * “Transportation, from the Soap Box Derby to the Jeep: First Automatic Traffic Signal,” from The Ohio Academy of Sciences, Heartland Science www.heartlandscience.org. | **Q2 Unit 2**  Text Dependent Questions,  *Investigating the Scientific Method with*  *Max Axiom, Super Scientist*, pages 24–27  (RL.5.7, W.5.9, and L.5.4)  Using Quotes to Explain  Relationships and Support an Opinion  (RI.5.1, RI.5.3, RI.5.4, RI.5.5, and W.5.1 a  and b)  Text-Dependent Short-Answer  Quiz: “The TV Guy” (RI.5.1, RI.5.2, RI.5.4,  and L.5.4 b and c)  On-Demand Informational  Writing: Philo Farnsworth’s Invention of the  Television and How It Changed People’s  Lives, Parts I and II (RI.5.3, W.5.2, W.5.4,  W.5.9 b, and L.5.4 a and b)  On-Demand Note Taking and  Text-Dependent Questions: “Garrett  Augustus Morgan” or “How Did We Learn to  Fly?” (RI.5.1, RI.5.4, RI.5.7, W.5.7 and  W.5.8)  Text-Dependent Questions  and Storyboard Draft (RI.5.1, RI.5.4, RI.5.9,  W.5.2, W.5.3 a and b, W.5.4, and W.5.8)  Final Performance Task: Graphic-Style  Novelette (RI.5.9, W.5.2, W.5.3, W.5.4,  W.5.5, W.5.6, W.5.7, W.5.8, L.5.3 and L.5.4) | |
| **Q3**  **Unifying Concept/Focus:**  Roles and Responsibilities in Cultures  Considering Perspectives and Supporting Opinions | **Q3 Unit 3**  What is the role of sports in American culture?  How have athletes broke barriers during the historical era in which they lived?  What to biographical informational texts teach us? | **Q3 Unit 3 – Sports and Athletes’ Impact on Culture**  **Central Texts:**  *Lori Calabrese, “It’s Not Just a Game!” (1020L)*  *Phyllis Goldman, “Roots of American Sports (940 L)*  *Engage New York, “Sports in America”*  *Sharon Robinson, Promises to Keep: How Jackie Robinson Changed*  **Supplemental Texts:**   * *Video: www.youtube.com/watch?v=1QZik4CYtgw (with captions)* * *www.pbs.org/wgbh/amex/eyesontheprize/story/02\_bus.html#video (without captions; see supporting materials)* * *“Rules for Riding Desegregated Buses”* * *“Courage on the Field”* * *Roberto Clemente’s Gifts From the Heart,” in Scholastic News, as found at* * [*http://www.scholastic.com/browse/subarticle.jsp?id=4786*](http://www.scholastic.com/browse/subarticle.jsp?id=4786)*.* * *Lynn C. Kronzek, “Roberto Clemente,” in Great Athletes (Hackensack: Salem Press, 2001) 453 (940L), as found at* * *http://salempress.com/store/samples/athletes/athletes\_clemente.htm*  *Ozzie Gonzales, “The Great Roberto Clemente—Latino Legends in Sports,” as found at* [*http://www.latinosportslegends.com/clemente.htm*](http://www.latinosportslegends.com/clemente.htm)*.* * *“Gibson, Althea (1927-2003),” Reviewed by Frank V. Phelps.* * *“Notable Southerners: Althea Gibson,” as found at www.punctuationmadesimple.com/files/Althea\_Gibson.doc.*  *112th Congress, “H.R. 4130: The Althea Gibson Excellence Act,” March 1, 2012, as found at:* [*http://www.govtrack.us/congress/bills/112/hr4130/text*](http://www.govtrack.us/congress/bills/112/hr4130/text)*.* * *Weblinks* * *Althea Gibson Broke Barriers http://espn.go.com/sportscentury/ Biography 1040* * *Althea Gibson Won Again! http://www.americaslibrary.gov 860 1070* * *Biography of Althea Gibson http://www.altheagibson.com 960 1140  Athea Gibson article (provided by Engage New York)* * *Roberto Clemente’s Gifts from the Heart (provided by Engage New York)* * *Novey/Notable Southerners: Althea Gibson (provided by Engage New York)* * *Roberto Clemente (provided by Engage New York)* * *Casey at the Bat* * *Jackie Robinson, Bravest Man in Baseball* by Margaret Davidson * *Roberto’s Dream* by Rebecca Motil * *Stealing Home*: *the Story of Jackie Robinson*, by Barry Denenberg * *Wilma Unlimited*, by Kathleen Krull * *The Champ: The Story of Muhammad Ali*, by Tonya Bolden | **Q3 Unit 3**  Mid-Unit 1: Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, RI.5.8)  End of Unit 1: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (W.5.1 and W.5.9)  Mid-Unit 1: Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture (RI.5.2, RI.5.4, RI.5.8)  Mid-Unit 2: Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field” (RI.5.2, RI.5.4, RI.5.8)  End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy (W.5.1 and W.5.9)  Mid-Unit 3: Notes and Graphic Organizer for a Letter to a Publisher (RI.5.9, W.5.1, W.5.7 and L.5.6)  End of Unit 3: Draft Letter to a Publisher RI.5.9, W.5.1and W.5.4)  Final Performance Task: Letter to a Publisher (RI.5.9, W.5.1, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, L.5.6) | |
| **Q4 Unifying Concept/Focus:**  Gathering Evidence and Speaking to Others | **Q4 Unit 6**  What is a natural disaster?  What can literature about natural disasters teach us about their impact on the people who experience them?  How should multinational organizations respond when communities are struck by natural disasters? | **Q4 Unit 4 – Natural Disasters in the Western Hemisphere**  **Central Text:**   |  | | --- | | "Earthquake." The New Book of Knowledge. Grolier Online, 2013. Web. | | ”How Does a Hurricane Form?” as found at http://scijinks.nasa.gov/hurricane | |  | |  |   **Supplemental Texts:**   |  | | --- | | * Carr, Karen. "Earthquakes." Kidipede. Kidipede.com, Web. <http://scienceforkids.kidipede.com/geology/earthquakes/>. | | * "Hurricanes." Hurricanes. University Corporation for Atmospheric Research, n.d. Web. | | **Q4 Unit 4**  Text-Dependent Short-Answer Quiz—the Effects of Natural Disaster (RI.5.1, RI.5.3, and RI.5.4)  Part I, Essay: On-Demand Essay “What Makes a Hurricane a Natural Disaster?” (RI.5.2, W.5.2, W.5.4, and W.5.9); Part II, Science Talk (SL.5.1a, b, c, d, and f)  Analyzing a New Narrative about a Natural Disaster, Parts I and II (RL.5.1, RL.5.7, L.5.5. a, RL.5.6, W.5.2, and W.5.9a)  Perspectives on Natural Disasters (RI.5.1 and RL.5.6a, with an optional assessment of W.5.11.)  Taking and Organizing Notes for a Public Speech (RI.5.7, W.5.7, W.5.8, W.5.9) |
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