

Quashnet School
Grade 5

NAME: Playing with Words – Unit 1
STRANDS: Reading and Literature/Reading and Information /Reading and Foundational Skills/ Language/Writing/Speaking and Listening
ESSENTIAL GUIDING QUESTION: Why and how do we play with language?
FOCUS QUESTIONS: What does it mean to ‘read between the lines’? What is plagiarism? How can the meaning of a word be determined using Greek and Latin roots? What are idioms, adages, and proverbs? What is a primary source vs. a secondary source? What is an effective discussion?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.5.2 RI.5.1 RI.5.4 RF.5.3 W.5.7 L.5.5 SL.5.1 SL.5.1(a) SL.5.1(b)	Students will be able to: 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 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text Determine the	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects	Read Aloud *The BFG Audio for BFG Idiom Dictionaries Rhyming Dictionaries Student Thesaurus Books for synonyms, homonyms, idioms *Dear, Dear *The King Who Rained *In A Pickle Who’s On First Movie - BFG	4 Weeks Start of the Year September – Start of October

	<p>meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area; summarize the text</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of difference aspects of a topic</p> <p>Engage effectively in a range of collaborative discussions on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Come to discussions prepared, having</p>				
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	<p>read or studied required material</p> <p>Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>Follow agreed-upon rules for discussion and carry out assigned roles</p>				
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Quashnet School
Grade 5

NAME: Renaissance Thinking – Unit 2
STRANDS: Reading and Information /Reading and Foundational Skills/ Language/Writing/Speaking and Listening
ESSENTIAL GUIDING QUESTION: How does creativity change the world?
FOCUS QUESTIONS: How do I compare and contrast similarities and differences within genres? How do I integrate and organize information from several sources on the same topic? Why is it important to write informative/explanatory tests clearly? What is my role in conversation even if I am not the speaker? Do conjunctions, prepositions, and interjections add to a story?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.5.9 RI.5.2 RI.5.9 RF.5.4 RF.5.4(b) W.5.2 L.5.1 L.5.1(a) L.5.1(b) SL.5.1 SL.5.1(c) SL.5.1(d)	Students will be able to: Compare and contrast similar stories in the same genre on their approaches to similar themes and topics Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably Read with sufficient accuracy and fluency to	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects	Read Aloud The Invention of Hugo Cabret Leonardo: Beautiful Dreamer Reading Street Leonardo’s Horse Reading Street Leveled Readers *The Inspiration of Art *Michelangelo and the Italian Renaissance * DaVinci’s Design The Marvelous Inventions of Alvin Fernal Video – Hugo Cabret	6 Weeks Start of October to the beginning of December

	<p>support comprehension</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences</p> <p>Form and use the perfect verb tenses</p> <p>Engage effectively in a range of collaborative discussions on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly</p> <p>Pose and respond to</p>				
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	<p>specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>				
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Grade 5 Unit 1

Playing with Words

Overview

This first unit is a roughly 4 week unit which simply starts students off on a path of experimenting with language and exploring their own personal writing style. Students will start by selecting a figure who is important to them as a spring board for researching and writing about something they are interested in. As they build their knowledge through research they will be learning about literal and figurative language and they will explore word origins by reading a variety of poems and spoonerisms. By the end of the unit students will write their own poems about the figure whom they selected and researched and they will write an additional opinion essay in response to the essential question for the unit...*"why and how do we play with language?"*.

Below are the Rubrics for Unit 1, including the information further breaking down the specific standards the rubrics are built around. Following that are the common assessments, shared best practices that each teacher will use and suggested activities.

Essential Question

Why (and how) do we play with language?

Grade 5 Unit 1 Language Rubric

L. 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Complete	Score	Comments
Student demonstrates the ability to verbally explain the meaning and understanding of figurative language.		
Student recognizes the purpose of each type of figurative language.		
Student demonstrates the ability to implement figurative language into their own writing.		
Student utilizes his/her understanding of similes and metaphors to help interpret the author's use of figurative language.		
Student recognizes and explains idioms, adages, and proverbs.		
Student demonstrates an understanding of similes and metaphors.		
Student identifies the use of antonyms, synonyms, and homophones in texts.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In order to meet the standards students will need to understand that.....

- words may say one thing but mean another
- the use of figurative language can help enhance writing and reading by doing things such as expressing mood etc.
- Figurative language is used for a purpose

In order to understand, students will need to consider such questions as.....

- are there strategies I can use to help me determine the meaning of phrases like “its raining cats and dogs”?
- What is the author’s intended purpose in using this language?
- What strategies can I use to develop my own use of figurative language?

In order to understand students will need to.....

- Know what figurative language is and be able to interpret including similes, metaphors and in context
- Recognize and explain the meaning of common idioms, adages and proverbs
- Use the relationship between particular words to better understand each word (synonyms, homographs, antonyms etc)
- Tap into prior knowledge

Grade 5 Unit 1 –
Reading - Literature

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.

RF .5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Complete	Score	Comments
Student identifies theme in a story, drama, or poem using relevant details to support his/her opinion.		
Student demonstrates the ability to summarize what he/she has read verbally or in writing using elements from the text.		
Student determines how characters in literature respond and reflect on a topic.		
Student quotes the text explicitly (right there) and inferentially (reading between the lines) to demonstrate an understanding.		
Students will use knowledge of letter and letter combination sounds to decode unfamiliar words.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

Grade 5 Unit 1 – Reading – Informational Text

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

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.

RF .5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Complete	Score	Comments
Student demonstrates the ability to summarize what he/she has read verbally or in writing using elements from the text.		
Student correctly uses quotes from the text explicitly (right there) and inferentially (reading between the lines) to demonstrate understanding.		
Students will use knowledge of letter and letter combination sounds to decode unfamiliar words.		
Students will analyze and determine unfamiliar words using a variety of strategies (i.e. word structure or Latin roots).		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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

In order to meet the standards students will need to understand that.....

- plagiarism is copying what an author has written
- It is important to use quotes to support your inferences

- It is important to use quotes to support your opinion about what the text says explicitly
- Understand that it may be helpful to ask questions before reading

In order to understand, students will need to consider such questions as.....

- How can I use quotes from the selection to support my answers?
- How can I figure out what the text says?
- How do I use quotes?

In order to understand students will need to.....

- Use quotations correctly
- Use relevant quotes from the selection to support understanding
- Infer and understand what the text says
- Understand the main idea
- Know how to use pre-reading strategies

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.

In order to meet the standards students will need to understand that.....

- Stories, poems etc. are structured in different ways
- There are strategies (story map) that can help you summarize and identify challenges etc.
- Authors are often trying to get across a message and they make decisions in their writing to support the message (author's purpose)

In order to understand, students will need to consider such questions as.....

- What is the author trying to convey about a topic or challenge?
- What details are present which would support the message?

In order to understand students will need to.....

- Summarize the essential elements
- Identify the details which support the main idea and tease out extraneous details and information.
- Identify the theme

- Recognize genre and structure
- Know who the speaker is and determine feelings towards topic or theme

RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

In order to meet the standards students will need to understand that.....

- There are strategies I can employ to decode unfamiliar words.

In order to understand, students will need to consider such questions as.....

- How do I use those strategies (such as syllabification)?
- What is a root, prefix or suffix?
- Is the word similar to other words I know?

In order to understand students will need to.....

- Decode unfamiliar words
- Analyze words (roots, prefixes, suffixes)
- Know how to use the phonetic pronunciation keys and syllabification

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.

In order to meet the standards students will need to understand that.....

- There are strategies that can help determine the meaning of words and phrases such as the use of context clues, prefix/suffix, Latin and Greek roots, and the use of a dictionary.
- Some words have multiple meanings
- There are often words and phrases in a text that are very important and it can be difficult to understand meaning if you don't understand the word or phrase.

In order to understand, students will need to consider such questions as.....

- What ways other than the use of a dictionary can I use to figure out the meaning of a word?
- How do I determine what words are important?

In order to understand students will need to.....

- Know what strategies they can use and know when and how to apply them in determining the meaning of unfamiliar words and phrases.

Grade 5 Unit 1 Writing Rubric

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Complete	Score	Comments
Student finds relevant current reliable sources to expand their understanding of the topic.		
Student recognizes and uses primary and/or secondary sources, uses quotes, and sites sources appropriately.		
Student develops/changes his/her own knowledge, perspective, or opinion based on research.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

In order to meet the standards students will need to understand that.....

- there are several sources available when researching a topic
- some sources are more reliable than others
- information can be more or less reliable depending on how current it is
- there may be different perspectives on a given topic
- Researching a topic will build your knowledge and possibly change/develop your perspective and opinion

In order to understand, students will need to consider such questions as.....

- Where can I get this info?
- How many sources do I need?

- How can I tell if a source is reliable?
- How can I use all this info to help me build my knowledge?
- How do I summarize and take notes?

In order to understand students will need to.....

- Determine what resources are reliable and which are not
- Must be able to use the library and the internet
- Must be able to differentiate between primary and secondary sources
- Site sources and use quotes

Grade 5 Unit 1

Speaking and Listening Rubric

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

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.

SL.5.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.

Complete	Score	Comments
Student comes prepared with needed material for example completed required reading, studied material.		
Student participates in discussions, offers relevant contributions, stays on topic, builds on others ideas and is open to opinions of others.		
Student participates and cooperates with established group rules, carries out assigned role, meets deadlines.		
Student demonstrates correct English/Grammar usage, speak clearly and effectively.		
Student uses active listening, contributes new ideas and information, and attends to speaker (eye contact and body language).		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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

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.

SL.5.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.

In order to meet the standards students will need to understand that.....

- by having discussions we can expand our understanding of topics
- we all have a role in conversations, even when not speaking

In order to understand, students will need to consider such questions as.....

- Am I prepared to participate in the discussion?
- Is my contribution to this conversation relevant?
- Does my comment add or detract from the topic (off topic)?
- Has someone already said that?

In order to understand students will need to.....

- Listen silently, respectfully and actively
- Expand on others ideas
- Stay on topic
- Paraphrase
- Speak clearly using correct grammar
- Be open to other's opinions
- Ask questions

Grade 5 Unit 2

Renaissance Thinking

Overview

Through the pairing of fiction and nonfiction books on related topics, this unit builds on students' understanding of the Renaissance as a period of new learning and discovery. This unit is particularly effective for teaching the research process, since the people involved or the historical context of particular inventions are most likely new to students. Students publish and present their research papers to the class. Students then find commonalities among inventors and innovators, share these insights in group discussions, and use this information as a springboard for their own innovative and creative writing. This unit sets in motion the reading, writing, researching, and word analysis processes that will be a hallmark of their fifth-grade year. This unit ends with an informative/explanatory essay in response to the essential question.

Essential Question

How does creativity change the world?

Grade 5 Unit 2

Reading Rubric- Literature

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.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

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

Complete	Score	Comments
Student compares similar themes and topics within stories in the same genre.		
Student contrasts themes and topics within the same genre.		
Student demonstrates the ability to use strategies (such as monitor and fix-up) to read with accuracy and fluency to support comprehension.		
Student can adjust his or her reading rate and expression appropriately on successive readings of prose and poetry.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

Grade 5 Unit 2 – Reading – Informational Text

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

RI.5.9: Integrate information from several texts on the same topic in order to **write or speak** about the subject knowledgeably

RF.5.4: Read with sufficient accuracy and fluency to support comprehension

Complete	Score	Comments
Student independently identifies the main idea of a reading and can identify key details that support the main idea.		
Student demonstrates the ability to integrate information from a predetermined number of resources into their writing or when speaking about the topic		
Student demonstrates the ability to use strategies such as monitor and fix-up.		
Student can adjust his or her reading rate and expression appropriately.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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.

In order to meet the standards students will need to understand that.....

- There are different genres and different characteristics
- Comparing involves what is the same and contrasting is what is different
- Need to identify theme and understand what a theme is

- Need to know what a topic is vs. a theme
- Style, purpose of the author. Flexibility an author has in telling a story. Author's take different approaches in telling a story.

In order to understand, students will need to consider such questions as.....

- What genre am I reading?
- What was the same and what was different between the two stories/readings?
- Why did each author approach the theme and topic differently?
- What was the author trying to say?

In order to understand students will need to.....

- Recognize genres
- Identify theme and topics
- Express themselves verbally and in writing regarding compare/contrast

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

In order to meet the standards students will need to understand that.....

- There is a difference between key/important details and minor details
- Main ideas are supported by details
- A summary is a collection of the main ideas and key details
- There can be more than one main idea
- You can't summarize a text if you don't understand the main idea
- Plagiarizing and summarizing are different

In order to understand, students will need to consider such questions as.....

- What idea do the selected details support?
- Are these details important/relevant to the main idea?
- Consider the 5 W's (who, what, when, where and why)

In order to understand students will need to.....

- Be able to pull out main ideas
- Be able to pull out relevant supporting details.
- Summarize without plagiarizing
- Ask themselves questions (use questioning strategy) as they read
- Be able to identify multiple main ideas when present in a text

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

In order to meet the standards students will need to understand that.....

- Need to understand the difference between informational text and narrative
- The more you read the better you will understand a topic.
- There is most often a bias, (potentially subtle) and point of view in a reading based on a variety of factors such as the author's own background or motivation.
- Just because you read it doesn't mean its true
- An author may have more than one purpose and it is essential to understand what the author's purpose is.

In order to understand, students will need to consider such questions as.....

- What is the author's point of view on the topic?
- What information is new and will add to my knowledge base?
- What is the important/relevant information?
- Is there a bias, are they trying to convince you?
- How does the author's background affect the writing?
- Is source reliable?

In order to understand students will need to.....

- Be able to form opinion and draw a conclusion using examples from the text to support your opinion.
- Express themselves verbally and in writing.
- See how different perspectives overlap or oppose each other.
- Explore several texts on the same topic.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

In order to meet the standards students will need to understand that.....

- Reading rates can vary depending on the purpose and type of reading.
- We often read for different purposes
- Your reading fluency and ability level affect your comprehension
- There is a difference between reading and truly comprehending
- You can improve your comprehension and fluency; fluency is connected to comprehension and with practice both improve
- Rereading improves fluency and comprehension

In order to understand, students will need to consider such questions as.....

- Why am I reading this?
- Is this helpful and or relevant?
- Do I need to know all the facts?
- Do I understand what I just read?
- Should I re-read or slow down?
- Do I need to take notes?
- Are there words I need to know that I don't know?

In order to understand students will need to.....

- Use strategies (monitor and fix up)
- Adjust reading rate
- Know how to use a variety of strategies to support comprehension
- The purpose for reading
- Rereading is essential for deeper understanding

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

In order to meet the standards students will need to understand that.....

- Expression does matter when you are reading out loud.
- Comprehension affects expression
- There is a rhythm to reading a poem vs. a story etc.
- There is value in going back and re-reading a poem, it can help you get the feel of the poem.
- Need to understand poem structure (stanza, prose, rhyme scheme etc.)
- Know the difference between poem and prose.

In order to understand, students will need to consider such questions as.....

- What type of poem am I reading?
- What is the appropriate rate/rhythm?
- How does the meaning change with expression?
- Is there a structure to this poem or prose?
- What is the difference between a poem and prose?

In order to understand students will need to.....

- Determine the structure of the poem and analyze its parts.
- Go back and re-read the poem or prose selection in order to fully understand.
- Apply appropriate expression and rate.
- Be able to read aloud
- Be able to differentiate between poem and prose.

Grade 5 Unit 2 Writing Rubric

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Complete	Score	Comments
The main idea is clearly stated and easy to understand.		
Student stays on topic.		
Student uses information from a variety of sources to develop their writing and ideas.		
Student uses supporting details throughout their writing.		
Student's writing contains a well written conclusion.		
Student's writing is clear and well organized.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In order to meet the standards students will need to understand that.....

- Understand the difference between informative and explanatory
- Informative is broader and more open, where explanatory is more based in facts.
- It is important to stay focused in your writing.
- Your writing should not be conversational.
- The purpose of using these types of writing and when it would be used.
- The editing process is essential. What you put down on paper the first time may not be the final product.

In order to understand, students will need to consider such questions as.....

- What am I trying to do, what is the purpose of my writing and what am I trying to say?
- Who is my audience?
- Have I answered questions that my audience might have?
- Did I stay on topic?
- Do I have enough supporting details?
- Does my writing clearly express what I am trying to say?
- Is my writing factual or is it my opinion?

In order to understand students will need to.....

- Know how to stay on topic
- Differentiate between fact and opinion.
- Know how to edit and revise
- Know how to use supporting details.
- Accept constructive criticism.
- Know how to quote accurately

Grade 5 Unit 2

Speaking and Listening Rubric

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

SL.5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Complete	Score	Comments
Student is engaged in discussion, gives relevant contribution, stays on topic, builds on others ideas and open to opinions.		
Student practices active listening, contributes new ideas and information, attends to speaker (eye contact and body language).		
Student asks relevant questions to seek clarification		
Student responds to and elaborates on others' ideas in a respectful manner.		
Student draws conclusions based on the conversation and new information.		
Student reviews and summarizes key ideas and draws conclusions based on discussions.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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

In order to meet the standards students will need to understand that.....

- by having discussions we can expand our understanding of topics
- we all have a role in conversations, even when not speaking

In order to understand, students will need to consider such questions as.....

- Is my contribution to this conversation relevant?
- Has someone already said that?

In order to understand students will need to.....

- Listen silently, respectfully and actively
- Expand on others ideas
- Stay on topic
- Paraphrase
- Speak clearly using correct grammar
- Be open to other's opinions

SL.5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

In order to meet the standards students will need to understand that.....

- Listening and understanding is important.
- Other people also have valuable thoughts
- You are not always right
- Listening to others opinions can help you understand a topic better
- Sometimes you need to let things go.
- Rephrasing what you heard is a valuable strategy.
- Elaborating means continuing the same line of thinking as someone else, not opposing it.
- You can ask for clarification.

In order to understand, students will need to consider such questions as.....

- What are you talking about?
- Am I aware of what everyone is saying and do I understand what we are talking about?
- Did you ask a clarifying question if you don't understand?
- Am I listening or am I thinking about what I want to say?
- Are there strategies to help me listen and or speak up?
- Do I always have to agree? May I disagree?
- Have I thought about I am about to say? Is it relevant and will they hear me?

In order to understand students will need to.....

- Listen
- Ask questions
- Stay alert
- Elaborate on others ideas.
- Seek clarification when you don't understand and clarify for others when asked.
- Be able to rephrase and or summarize what you just heard or said.
- Be flexible and open to opinions.

SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

In order to meet the standards students will need to understand that.....

- Key ideas and examples are different.
- Their original thinking may have changed based on the conversation and new information.
- It is not just about being right but, rather, sharing and learning.
- You must think beyond the basic information you are given.
- You need to see the big picture; listening to others and contributing to the conversation is helpful to you and others.

In order to understand, students will need to consider such questions as.....

- What is the point of this conversation?
- What is the other person trying to say?
- What did I learn?
- Has my thinking changed after having this conversation?
- Do I have more questions?
- What are the key ideas?
- Do I have enough information to be able to draw a conclusion?

In order to understand students will need to.....

- Distinguish between key ideas and tangents.
- Be open minded.
- Listen
- Be respectful
- Summarize and synthesize new information and draw a conclusion.

Grade 5 Unit 2

Grammar and Language Rubric

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

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

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

Complete	Score	Comments
Student demonstrates an understanding of conjunctions and uses them with accuracy.		
Student demonstrates an understanding of prepositions and uses them with accuracy.		
Student demonstrates an understanding of interjections and uses them with accuracy.		
Student forms and uses the perfect verb tenses.		
Student demonstrates command of standard English grammar and usage when writing and speaking.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concept.

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

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.

In order to meet the standards students will need to understand that.....

- A conjunction is a word that combines two phrases and clauses and creates a sentence (and, nor, either, neither)
- A preposition shows directionality and relationships between objects (above, below, beyond)
- An interjection is an emotional word which stands alone with an exclamation point (Wow!)
- Each of these word types serves a purpose within a sentence.
- Verb tenses show past, present, and future tenses

In order to understand, students will need to consider such questions as.....

- Am I using this correctly?
- Is my writing and speaking accurate?
- Is my grammar and usage meeting grade level expectations?
- Are my verb tenses used consistently in my writing?

In order to understand students will need to.....

- Understand what these parts of speech are and how to use them correctly.
- Be able to read them and write them.
- Identify and use conjunctions accurately.

Quashnet School
Grade 5

NAME: Clues to a Culture – Unit 3
STRANDS: Reading and Literature/Reading and Information /Reading and Foundational Skills/Language/Writing/Speaking and Listening
ESSENTIAL GUIDING QUESTION: How does literature provide insight into a culture?
FOCUS QUESTIONS: Why are there different perspectives for the same event? How are answers supported? What are the reasons for reading? What is the most effective way to take notes? Why is peer editing important? Is it important to understand every word in the story?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.5.1 RI.5.1 RI.5.7 RF.5.4 RF.5.4(c) W.5.1 L.5.1 L.5.1(c) L.5.1(d) L.5.4 L.5.4(c) SL.5.3	Students will be able to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently Use context to confirm or self-correct word recognition and	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects	Read Aloud The Birchbark House Literacy Groups *Morning Girl *Island of the Blue Dolphin *Walk Two Moons *Music of Dolphins *Sign of the Beaver *Julie of the Wolves Pequot Museum Field Trip Wampanoag Language Video	6 Weeks Start of December through beginning of February

	<p>understanding, rereading as necessary</p> <p>Read with sufficient accuracy and fluency to support comprehension</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Observe conventions of grammar and usage when writing and speaking</p> <p>Use verb tense to convey various times, sequences, states, and conditions</p> <p>Recognize and correct inappropriate shifts in verb tense</p> <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies</p>				
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	<p>Consult reference manuals, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>				
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Grade 5 Unit 3

Clues to a Culture

Overview

This six-week unit focuses on aspects of Native American nations/cultures as revealed through pairings of literature and informational text. This unit begins with students collectively defining and discussing the word *culture*. Next, students compare nineteenth-century America from the Ojibway point of view in *The Birchbark House* to depictions in texts such as *Little House on the Prairie* and *If You Were a Pioneer on the Prairie*. In order to glean the similarities and differences across nations, students read trickster stories and informational text; they also listen to music and examine art from a variety of Native American cultures. Class discussions reinforce awareness of how someone's perspective can affect their view of events and people. This unit ends with an informative/explanatory essay in response to the essential question.

Essential Question

How does literature provide insight into a culture?

Grade 5 Unit 3
Reading Rubric Literature and Information

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

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

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

Complete	Score	Comments
Student demonstrates the ability to summarize what he/she has read verbally or in writing using elements from the text.		
Student correctly uses quotes from the text explicitly (right there) and when drawing conclusions to demonstrate understanding.		
Student draws on multiple sources and demonstrates ability to locate answers quickly or solve a problem efficiently.		
Student uses strategies for decoding and understanding new or unusual words while reading (rereading, context, self-correction, monitor and fix-up)		
Student reads with sufficient accuracy and fluency to support comprehension.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

In order to meet the standards students will need to understand that.....

- There are different perspectives for the same event.
- Problems can be solved by acquiring information.
- There is a difference between reliable and unreliable sources.
- In some writing the author's opinion or bias is reflected and students need to understand the difference when someone uses facts to support their argument.
- Looking at multiple sources is important, especially if there is a bias involved.

In order to understand, students will need to consider such questions as.....

- What is the author's bias and or perspective?
- Is this answering the question?
- Is this source reliable?
- Have I considered the other side of the story?
- Is this relevant?

In order to understand students will need to.....

- Know how to use the resources available to them.
- Know the difference and be able to differentiate between fact and opinion.
- Know how to use problem solving strategies.
- Be able to locate and understand the question.
- Know where the resources are and how to use them.

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

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

In order to meet the standards students will need to understand that.....

- Know what plagiarism is
- It is important to use quotes to support your inferences
- It is important to use quotes to support your opinion about what the text says explicitly
- Understand that it may be helpful to ask questions before reading

In order to understand, students will need to consider such questions as.....

- How can I support my answers?
- How can I figure out what the text says?
- How do I use quotes?

In order to understand students will need to.....

- How to use quotations correctly
- Pull out relevant quotes
- Infer and understand what the text says
- Understand the main idea
- Know how to use pre-reading strategies

RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

In order to meet the standards students will need to understand that.....

- Sometimes you can determine the meaning of words by reading the words around it.
- At times it is necessary and ok to go back and re-read.
- Your whole understanding of a passage can be wrong if you do not understand the meaning of certain words.

In order to understand, students will need to consider such questions as.....

- Did what I just read make sense?
- Are there words around this one that can help me?
- Are there clues that can help me?

In order to understand students will need to.....

- Be able to self-monitor as they are reading.
- Think about what you read as you are reading it (stop and think, mentally summarize)
- Stop when they encounter a word they don't know or that does not make sense.
- Know how to use the aid given to you within a text (ie. Footnotes etc.)

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

In order to meet the standards students will need to understand that.....

- Reading rates can vary depending on the purpose and type of reading.
- We often read for different purposes
- Need to understand your reading fluency and ability level
- There is a difference between reading and truly comprehending.
- You can improve your comprehension and fluency and fluency is connected to comprehension and like everything else, it takes daily practice to improve.

In order to understand, students will need to consider such questions as.....

- Why am I reading this?
- Is this helpful and or relevant?
- Do I need to know all the facts?
- Do I understand what I just read?
- Should I re-read or slow down?
- Do I need to take notes?
- Are there words I need to know that I don't know?

In order to understand students will need to.....

- Use strategies (monitor and fix up)
- Adjust reading rate
- Know how to use a variety of strategies to support comprehension.

Grade 5 Unit 3 Writing Rubric

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

Complete	Score	Comments
Student writes an opinion that is clearly stated in the thesis.		
Student supports his/her opinion with valid reasons, facts and information.		
Student's writing is properly structured for the purpose of the assignment.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts

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

In order to meet the standards students will need to understand that.....

- An opinion is what someone believes.
- Opinions are more valid if you have facts to support that opinion.
- You are better off forming your opinion, or changing your opinion, after you gather the facts.
- You need to stick to the topic in your writing, if you are all over the place in your writing, your opinion will not be as sound.
- You can write about AN opinion and it does not necessarily need to be your own.
- Your writing will be easier to read if you use proper grammar and structure in your writing.
- Editing and revising your writing is important.

In order to understand, students will need to consider such questions as.....

- Does this fact support my opinion?

- Does my reader understand the context or background of my opinion, have I laid out the context of the question that I have an opinion on?
- Is my opinion clear?

In order to understand students will need to.....

- “Prove it”, use facts to support their opinion.
- Use proper grammar and structure in their writing.
- Be able to accept constructive criticism and edit and revise their writing.
- Use the writing process effectively.

Grade 5 Unit 3 Speaking and Listening

***SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence*

Complete	Score	Comments
Student utilizes effective listening strategies (note taking to help summarize).		
Student participates and cooperates with established audience rules.		
Student correctly summarizes what the speaker said and identifies topic & supporting details.		
Student uses active listening strategies (eye contact and body language) and asks appropriate clarifying questions at the appropriate time.		
Student recognizes the validity of the speaker's message by identifying evidence given.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

In order to meet the standards students will need to understand that.....

- You must pay attention to the speaker.
- There are strategies you can employ which can help you pay attention and understand what a speaker is saying (taking notes)
- It is ok to ask clarifying questions if you do not understand what the speaker is trying to say.
- It is important that you listen to see if the speaker is supporting their opinions with facts (think critically)
- The listener has a role.

In order to understand, students will need to consider such questions as.....

- What is the topic?
- What is the point of what they are saying?
- Is the speaker providing evidence to what they are saying and do I think it is valid?
- Is the speaker convincing?

In order to understand students will need to.....

- Be able to summarize
- Be able to actively listen
- Be able to pick out the evidence and determine its validity
- Utilize strategies (such as restating) to help you pay attention and determine what the speaker is saying.

Grade 5 Unit 3

Grammar Rubric

L 5.1: Observe conventions of grammar and usage when writing and speaking

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

L 5.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies

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.

Complete	Score	Comments
Student edits and revises writing for correct use of grammar conventions and verb tenses with consistency (utilizing “no excuse” bulletin board).		
Student reads writing out loud to self and peers to listen for correct use of verb tenses to aid in revising for time and sequence.		
Student’s language during oral presentation reflects correct grammar conventions and verb tenses.		
Student identified unfamiliar words in context and uses strategies to determine meaning.		
Student uses a variety of reference materials, when necessary, to determine word meaning and pronunciation.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas. **3 = Standard Met-** Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

L.5.1: Observe conventions of grammar and usage when writing or speaking.

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.

In order to meet the standards students will need to understand that.....

- You need to edit and revise your writing and accept feedback (from peers and adults) as it relates to conventions, grammar and usage.
- In order to be fully understood by the reader, Conventions matter
- Reading aloud is an effective strategy in identifying potential mistakes.
- It is ok to have mistakes in your writing, it is a work in progress.
- All the great writers edit, revise and re-write....writing is a process.
- Verbs have different tenses.
- There are regular and irregular verbs, some that follow rules and some that don't
- Speaking and writing correctly can add validity to what you are saying.

In order to understand, students will need to consider such questions as.....

- Does this sound right?
- Am I using the same tense throughout my writing?
- Have I gone back yet to edit and revise my writing?
- Have I had my peers or an adult help me edit?

In order to understand students will need to.....

- Edit their writing numerous times.
- Make an effort to speak in full sentences and accept feedback when using improper grammar.
- Conjugate verbs
- Accept feedback
- Use proper verb tense when writing and speaking.
- Think about shades of meaning in verb tenses (might have, would have etc.)

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.

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.

In order to meet the standards students will need to understand that.....

- There are multiple strategies to determine the meaning of unknown words and phrases (context clues, dictionary, thesaurus, word structure, Latin and Greek roots, prefixes and suffixes)
- Some words are crucial to understand and it can be difficult to understand the passage if you don't know the words meaning.
- Some words have multiple meanings
- There is a logical sequence of strategies to try when you encounter a word you don't know, (start with context clues or Greek and Latin roots)

In order to understand, students will need to consider such questions as.....

- Do I understand the meaning of the word?
- Do I know where the dictionary is?
- Do I know how to use the dictionary quickly and efficiently?

In order to understand students will need to.....

- Use a variety of strategies to determine meaning of unknown words.
- Stop, think and re-read.
- Consult appropriate reference material to determine meaning and pronunciation of unknown words.

NAME: America in Conflict – Unit 4
STRANDS: Reading and Literature/Reading and Information /Reading and Foundational Skills/Language/Writing/Speaking and Listening
ESSENTIAL GUIDING QUESTION: How are fictional characters and real people changed through conflict?
FOCUS QUESTIONS: What is the difference between the narrator and the speaker? What is the difference between relationships and interactions? What is the purpose for reading? What story elements are included in a narrative selection? What does preparation entail for an oral report? How do I make connections between words using the same root (photo-, tele-, bio-, etc.)?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.5.6 RL.5.3 RI.5.5 RF.5.4 RF.5.4(a) W.5.3 L.5.4 L.5.4(b) SL.5.4	Students will be able to: Describe how a narrator’s or speaker’s point of view influences how events are described 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 Compare and	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects		

	<p>contrast the overall structure of events, ideas, concepts, or information in two or more texts</p> <p>Read with sufficient accuracy and fluency to support comprehension</p> <p>Read on-level text with purpose and understanding</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>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</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>				
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	<p>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</p>				
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Grade 5 Unit 4

America in Conflict

Overview

This nine-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text. Students read historical fiction and informational text about the Civil War in the United States and compare and contrast the ways in which each type of text describes key historical events. In order to gain a deeper understanding of the period beyond what is addressed in print, students listen to music and examine art from the Civil War period. The culminating activity is to compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork.

Essential Question

How are fictionalized characters and real people changed through conflict?

Grade 5 Unit 4
Reading Rubric- Literature and Informational

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(a): Read on-level text with purpose and understanding.

Complete	Score	Comments
Student identifies the speaker and his/her point of view and bias.		
Student describes how an event is portrayed through bias or point of view.		
Student compares and contrasts the structure of events, ideas, concepts or information of two or more texts.		
Student Identifies the text structure: chronology, cause/effect, problem/solution, comparisons.		
Student identifies the relationship between people, events, ideas, or concepts in various informational texts.		
Student uses specific information from the text to explain the relationships/interactions of 2 or more individuals.		
Student reads grade-level text with appropriate accuracy, fluency, and rate		
Student reads on-level text independently, using strategies for comprehension.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

In order to meet the standards students will need to understand that.....

- There is more than one opinion on a certain event
- There is a difference between a narrator and a speaker
- A point of view is affected by life experience

In order to understand, students will need to consider such questions as.....

- Can I identify the point of view
- Do the facts support the speaker or narrator's point of view?
- What events influence the point of view?

In order to understand students will need to.....

- Identify the speaker
- Identify events
- Identify the point the view of the narrator or speaker
- Identify the bias of the speaker or narrator

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

In order to meet the standards students will need to understand that.....

- Texts have a structure to help the reader make meaning
- Comparison, chronology, cause/effect, problem/solution
- Compare means find similarities and Contrast means find the differences

In order to understand, students will need to consider such questions as.....

- What is the text structure in each piece that I am reading?
- Do I understand the events, ideas, concepts, or information in the texts?
- Did I compare and contrast the overall structure of the two or more texts?

In order to understand students will need to.....

- Compare and contrast two or more texts
- Identify the text structure

- Identify and understand the difference in events, ideas, concepts, and information in various texts.

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.

In order to meet the standards students will need to understand that.....

- There is a difference between relationships and interactions.
- Nothing occurs in isolation
- They need to support their answer with the text
- There is a difference between historic, scientific, or technical text

In order to understand, students will need to consider such questions as.....

- What are the relationships between individuals or groups?
- What are the interactions between individuals or groups?
- What effect does this individual, event, idea, or concept have on others?

In order to understand students will need to.....

- Identify the relationships and interactions between two or more individuals, events, ideas, or concepts.
- Site evidence from the text to support their explanation

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4(a): Read on-level text with purpose and understanding.

In order to meet the standards students will need to understand that.....

- There is always a purpose for reading
- There are different purposes for reading (entertainment, search for facts, make connections, etc.)

In order to understand, students will need to consider such questions as.....

- What is my purpose for reading this text?
- What do I have to do if I don't understand it?

In order to understand students will need to.....

- Apply skills and strategies for comprehension (self monitor)
- Independently set a purpose for reading

Grade 5 Unit 4 Writing Rubric

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Complete	Score	Comments
Student writes a narrative with a clear event sequence (beginning, middle, and end).		
Student writes with consideration of audience.		
Student uses descriptive details, rich vocabulary and sensory details to create an experience for the reader.		
Student develops character or voice using actions, dialog and/or description.		
Student revises work to elaborate or expand character, experiences, or events.		
Student edits his/her work to meet grade 5 expectations.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

In order to meet the standards students will need to understand that.....

- A narrative is a real or imagined piece that has story elements
- There are different story elements
- Descriptive details have importance

- The editing and revising process is crucial to writing

In order to understand, students will need to consider such questions as.....

- Is this real or imagined?
- Do I need to embellish?
- Is the sequence of events clear to my audience?
- Have I used all my senses to create descriptive details?
- Do I have a beginning, middle, and end?
- Did I edit and revise based on 5th grade expectations?

In order to understand students will need to.....

- Put together a beginning, middle, and end
- Identify an audience to write for
- Add descriptive details to their writing
- Use effective techniques in developing their character and story
- Elaborate or expand their thoughts
- Edit and revise based on 5th grade expectations

Grade 5 Unit 4
Speaking and Listening Rubric

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.

Complete	Score	Comments
Student stays on topic throughout the entire presentation or report sequencing ideas logically.		
Student speaks clearly with appropriate pace and volume throughout the whole presentation or report.		
Student makes eye contact with audience throughout the entire presentation or report.		
Student includes details that are both descriptive and relevant to support the main idea or themes.		
Student chooses appropriate facts that support the main idea or theme.		
Student is prepared to answer questions at the end of presentation or report.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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.

In order to meet the standards students will need to understand that.....

- The audience needs to hear what you are presenting
- They need to be prepared to speak about a topic, text, or opinion

In order to understand, students will need to consider such questions as.....

- Who is my audience?
- Did I practice enough?
- Do I know the material that I am presenting?
- Did I make my material interesting?

In order to understand students will need to.....

- Give an on topic presentation
- Answer questions at the end of report or presentation
- Speak clearly and at an appropriate pace
- Make eye contact and speak at an appropriate volume

Grade5 Unit 4 Language Rubric

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.

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).

Complete	Score	Comments
Student uses common Greek and Latin affixes and roots to determine meaning of words.		
Student analyses words by breaking them apart.		
Student demonstrates ability to make connections between words with the same root. (ie. photo-, tele-, terra-, bio-)		
Student uses strategies to determine the meaning of unknown and multiple meaning words in context.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

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.

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*).

In order to meet the standards students will need to understand that.....

- A lot of our vocabulary comes from Greek and Latin roots
- Affixes are syllables added to roots that change or add to meaning

In order to understand, students will need to consider such questions as.....

- Do I know any other words that have this root or affix and what is the connection?
- What strategies do I know that will help me determine the meaning of unknown words?
- Do I know how to break apart words into their syllables?
- How do the prefixes/suffixes change the meaning?

In order to understand students will need to.....

- Develop a bank of common Greek and Latin affixes and roots
- Use their knowledge of Greek and Latin affixes and roots to help determine word meaning
- Use a variety of strategies to determine word meaning

Quashnet School
Grade 5

NAME: Exploration: Real and Imagined – Unit 5
STRANDS: Reading and Literature/Reading and Foundational Skills /Language/Writing/Speaking and Listening
ESSENTIAL GUIDING QUESTION: What do people, real or imagined, learn from exploring their world?
FOCUS QUESTIONS: What are the components within each chapter or scene? How can you visualize a text through someone else’s eyes? Is there valid reasoning supporting the evidence and facts? Why is the editing and revising process so important to writing? Why do authors use figurative language? Does visualizing assist with summarizing?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.5.5 RL.5.7 RI.5.8 RF.5.4 W.5.3 W.5.5 L.5.5 SL.5.2	Students will be able to: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects		

	<p>Read with sufficient accuracy and fluency to support comprehension</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
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Grade 5 Unit 5

Exploration, Real and Imagined

Overview

This five-week unit builds on the study of character development begun in Unit Four by having students articulate what we learn from real and fictional characters' experiences. Students choose an exemplar text with a dreamlike context—such as *Alice in Wonderland* or *The Little Prince*—to read with their peers and to examine what we can learn from the characters' experiences and development. If students have the opportunity to view performances of the books they can also discuss how the performances are similar to and different from the book. Additionally, students read informational texts such as *My Librarian Is a Camel: How Books Are Brought to Children Around the World* or biographies of explorers in order to apply lessons learned from literature to informational text. Students also create an individual semantic map of the word *exploration* in order to help their understanding of the real and fictional characters studied in this unit. Finally, this unit ends with an informative/explanatory essay in response to the essential question.

Essential Question

What do people, real or imagined, learn from exploring their world?

Grade 5 Unit 5

Reading Rubric - Literature and Informational

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [or] poem).

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

Complete	Score	Comments
Student explains how the various chapters, scenes or stanzas connect and form the overall story, drama, or poem.		
Student questions the significance of events within a story.		
Student explains how the lay-out of the story (visual presentation, graphic sources, or author's style) contributes to the meaning or tone.		
Student identifies the connections between the reasons, facts, and evidence used to support the main points in the text.		
Student uses strategies such as monitor and fix up to improve reading accuracy and comprehension.		
Student adjusts reading rate and expression according to selection to support comprehension.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

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1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

In order to meet the standards students will need to understand that.....

- Chapters etc. are all pieces of a specific whole.
- The different elements of a story, drama and poem etc.
- Within a chapter or scene there are specific components, beginning middle end etc. and they provide the events and specifics and they link to the overall picture.
- A new chapter or scene allows the reader to re-boot with a change of place and time.
- You need to be able to see the big picture and not get lost in the details.
- Chapters build upon each other and if laid out and structured properly (sequence etc.) they tell a story.
- Writers and authors carefully make choices about what happens when and where, things that may appear random have a purpose.
- Sometimes you need to be patient because the author is building a story and laying the groundwork of what is to come.
- The author may choose particular events, sequence etc. to evoke an emotion from the reader.

In order to understand, students will need to consider such questions as.....

- What is the author trying to say?
- Why did this event, description, statement etc. happen when it did or the way it did?

In order to understand students will need to.....

- Articulate/explain how the various chapters or stanzas connect and form the overall story.
- Understand the concept of foreshadowing.
- Be able to question the significance of events and sequence within a story.
- Be able to connect the events within a reading to the overall story and explain the author's use or purpose (evoking an emotion?) of choosing a particular sequence or event.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [or] poem).

In order to meet the standards students will need to understand that.....

- Movies, pictures within a story, songs, dramatic readings can help you visualize a text or see the text through someone else's eyes.
- Often multimedia elements are meant to contribute to or enhance the meaning of a text, but they could also be limiting.

- Often the multimedia elements are based on someone's interpretation of a text and it can be different than the way you had visualized a text.
- Someone else's visualization can change the meaning of a text that you may have initially had.
- Movies cannot always capture all the elements of a text.
- A story can be told many different ways with many different methods and still have the same meaning or the meaning can be changed.

In order to understand, students will need to consider such questions as.....

- Have I stopped to think about what I think this looks like while reading?
- Has this multimedia element changed my vision, enhanced or is it less than what I originally had envisioned?
- Has this new element assisted me in understanding the meaning of the story or has it changed what I thought the author was trying to say?

In order to understand students will need to.....

- Compare and contrast their own initial visualizations or interpretations with their understanding after adding a new element such as multimedia, tone, graphic etc.
- Explain why and how their view has changed after seeing the text in a different format.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

In order to meet the standards students will need to understand that.....

- All valid points are supported by solid reasoning, evidence and facts.
- Evidence is proof. It is a collection of smaller facts that can be pulled together to prove a point or opinion.
- Reasons are an explanation into the why and can be based on an opinion.
- Different authors may have different reasons or interpretations of the facts or evidence.

In order to understand, students will need to consider such questions as.....

- Does this evidence support the author's point?
- What is the author's point?
- What is the evidence?
- Does the author give reasons and effectively support his or her reason and opinion with sufficient facts.

In order to understand students will need to.....

- Find and connect specific reasons, fact, opinions which support specific points in the text.
- Explain/Articulate the connections between the facts, evidence and points in the text
- Recognize when the author's points are not supported by facts.
- Be able to keep an open mind and look at the other side of an issue.

Grade 5 Unit 5 Writing Rubric

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Complete	Score	Comments
Student writes a narrative with a clear event sequence (beginning, middle, and end).		
Student writes with consideration of audience.		
Student uses descriptive language, rich vocabulary and sensory details to create an experience for the reader.		
Student develops character or voice using actions, dialog and/or description.		
Student revises work to elaborate or expand character, experiences, or events.		
Students completes the writing process: plan, rough draft, edit, revise, proof-read, rewrite, and final draft.		
Student applies feedback and edits his/her work to meet grade 5 expectations and make alterations as needed.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

In order to meet the standards students will need to understand that.....

- A narrative is a real or imagined piece that has story elements
- There are different story elements
- Descriptive details have importance
- The editing and revising process is crucial to writing

In order to understand, students will need to consider such questions as.....

- Is this real or imagined?
- Do I need to embellish?
- Is the sequence of events clear to my audience?
- Have I used all my senses to create descriptive details?
- Do I have a beginning, middle, and end?
- Did I edit and revise based on 5th grade expectations?

In order to understand students will need to.....

- Put together a beginning, middle, and end
- Identify an audience to write for
- Add descriptive details to their writing
- Use effective techniques in developing their character and story
- Elaborate or expand their thoughts
- Edit and revise based on 5th grade expectations

W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

(Possibly move this to unit 1 due to the fact that it requires sequential steps with the peer editing piece.)

In order to meet the standards students will need to understand that.....

- Writing is a process, the best writers always go back and edit their writing and use others to assist them in the process.
- The whole process is meant to better your work.....you can't be lazy!
- An open dialog about writing is meant to be constructive.
- You should be tactful yet honest and specific when giving someone feedback about their writing.
- There are multiple approaches and you should keep an open mind based on the feedback you receive.
- Trying a new approach does not necessarily mean starting from scratch.

In order to understand, students will need to consider such questions as.....

- How can I develop my writing more?
- Did the reader understand what I am trying to say?
- Do I know what I am trying to say?
- Am I able to offer constructive criticism to my peers?
- Did I use all steps in the writing process beginning with plan?
- Did I explain my thinking and use descriptive details?

In order to understand students will need to.....

- Be able to accept feedback and change his/her writing based on the feedback he/she receive.
- Be able to give specific, honest and tactful feedback to peers
- Know the writing process.
- Demonstrate an ability to incorporate feedback into his/her writing.

Grade 5 Unit 5 Language Rubric

L. 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Complete	Score	Comments
Student demonstrates the ability to verbally explain the meaning and understanding of figurative language.		
Student recognizes the purpose of each type of figurative language.		
Student demonstrates the ability to implement figurative language into their own writing.		
Student utilizes his/her understanding of similes and metaphors to help interpret the author's use of figurative language.		
Student recognizes and explains idioms, adages, and proverbs.		
Student demonstrates an understanding of similes and metaphors.		
Student identifies the use of antonyms, synonyms, and homophones in texts.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In order to meet the standards students will need to understand that.....

- words may say one thing but mean another
- the use of figurative language can help enhance writing and reading by doing things such as expressing mood etc.
- Figurative language is used for a purpose

In order to understand, students will need to consider such questions as.....

- are there strategies I can use to help me determine the meaning of phrases like “its raining cats and dogs”?
- What is the author’s intended purpose in using this language?
- What strategies can I use to develop my own use of figurative language?

In order to understand students will need to.....

- Know what figurative language is and be able to interpret including similes, metaphors and in context
- Recognize and explain the meaning of common idioms, adages and proverbs
- Use the relationship between particular words to better understand each word (synonyms, homographs, antonyms etc)
- Tap into prior knowledge

Grade 5 Unit 5

Speaking and Listening Rubric

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Complete	Score	Comments
Student listens attentively throughout an oral presentation.		
Student recognizes key components and understands how they fit into the overall picture.		
Student applies strategies such as effective listening, visualizing, and note taking for summarizing.		
Student paraphrases and gives a coherent summary from information read aloud or presented through a variety of media formats.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

In order to meet the standards students will need to understand that.....

- You need to pay attention
- You need to pick out the key components and understand how they fit into the overall picture.
- Certain strategies such as visualizing can help you summarize

In order to understand, students will need to consider such questions as.....

- Am I paying attention?
- Do I understand and can I put this into my own words?
- If I don't understand what are my options (ask questions, replay, pause and reflect)

In order to understand students will need to.....

- Be able to pick out the key components
- Be able to take notes.
- Be able to paraphrase and give a coherent summary verbally.
- Be able to use strategies for effective listening, visualizing