

5th Grade: 2nd 9 Weeks ELA Curriculum

Reading:

Week 8: Informational Texts Unit 9/30-10/4

- I can evaluate key details read in informational texts, then draft a summary that maintains the meaning and logical order of the text

(We are helping students to determine the importance of the information being read. For example, when an author uses words multiple times in a

section.)

- I can separate details in informational texts into two categories: central ideas & supporting evidence

(Students need to be able to read a section at a time and determine the central idea, then use those to determine the central idea of the entire selection.)

- explain the author's purpose for writing a text

Week 9 & 10: Informational Texts Unit 10/7-10/11 & 10/21-10/25

- I can recognize organizational patterns such as **logical order** and **order of importance**
- I can make inferences about why the author chose to include specific organizational patterns

(For example, "I think the author used description to introduce the topic of gardening, because it helps the reader visualize this farmer and his message.")

- I can predict the impact of removing or changing an organizational pattern in a text

Week 11: Argumentative Texts Unit 10/28-11/1

- I can recognize characteristics and structures of argumentative texts by: **identifying the claim**
- identify text features in an argumentative text, then make predictions

- reread text and separate details into categories: claim and supporting evidence

Week 12 & 13: Argumentative Text Unit 11/4-11/8 & 11/11-11/15

- I can explain how the author has used facts **for** or **against** an argument
- I can identify the intended audience or reader
- I can examine how the author's use of language contributes to voice

Week 14 & 15: Drama Unit 11/18-11/22 & 12/2-12/6

- I can explain structure in drama such as character tags, acts, scenes, and stage directions
- I can explain structures in drama and how they add to the development of the play
- I can analyze the relationships of and conflicts among characters, and discuss if the conflicts were resolved and how they resolved them

Week 16 & 17 Poetry Unit 12/9-12/20

- I can identify imagery and figurative language and discuss why the author might have used them
- I can describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes
- I can strengthen my understanding of the text by making connections between myself and society
- I can use text evidence to determine themes, then compare to themes to another text I have read

Writing:

Week 9: Writing Informational Extended Constructed Responses (ECRs)

Using *Summer of Sharks* or *Wheelchair Sports: Hange Glider to Wheeler-Dealer*:

Prompt: Explain how the selection's cause and effect organizational structure contributes to the author's purpose. Write a well-organized information essay that uses specific evidence from the selection to support your answer.

Week 10: Writing Informational ECRs

Using *Winds of Hope*:

Prompt: What can the reader conclude about William Kamkwamba based on information throughout the "Winds of Hope"? Write a well-organized information essay that uses specific evidence from the selection to support your answer.

Week 11: Writing Argumentative ECRs

Using *Plastic Bags: Convenient and Cruel*:

Prompt: Explain whether you think people should or should not use plastic bags. Write a well-organized argumentative essay that uses specific evidence from the text to support your answer.

Week 12: Writing Argumentative ECRs

Using *Zoos Should be Banned*:

Prompt: Should zoos be banned? Why or why not. Write a well-organized argumentative essay that uses specific evidence from the text to support your answer.

Week 13: Writing Argumentative ECRs

Using *Plastics: Good or Bad?*:

Prompt: Do you think plastic is good or bad for everyday use? Why or why not. Write a well-organized argumentative essay that uses specific evidence from the text to support your answer.

Week 14: Writing Informational ECRs

Using *The Miracle of Spring*:

Prompt: Explain how the events in the play cause King to change his opinion. Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Week 15: Writing Informational ECRs

Using *Living Green*:

Prompt: Explain how Grace's question in line 3 influences events in the play. Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Week 16: Writing Informational ECRs

Using *By the Stream*:

Prompt: Explain how the poet uses imagery throughout the poem to describe the clouds. Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Week 17: Writing Informational ECRs

Using *Fire Ready*:

Prompt: Explain how Carlo showed preparedness during the wildfire.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Grammar:

Week 9: Edit for subordinating conjunctions to form complex sentences (5.11Dviii)

Patterns of Power Lesson 20.1

Slides

Focus Phrase: When I start a sentence with an AA~~A~~WWUBBIS word, I'll probably need a comma. (if)

Week 10: Edit for subordinating conjunctions to form complex sentences (5.11Dviii)

Patterns of Power Plus Lesson Set 4

Slides

Focus Phrase: When I start a sentence with an AA~~A~~WWUBBIS word, I'll probably need a comma. (because)

Week 11: Edit for irregular verbs (5.11Dii)

Patterns of Power Plus Lesson Set 5

Slides

Focus Phrase: I use verbs to show action and to tell it like it is: are, was, were, be, been, and am.

Tense tells time.

I make sure my past-tense verbs sound right.

Week 12: Edit for verb tenses (5.11D)

Patterns of Power Plus Lesson Set 6

Slides

Focus Phrase: Tense tells time.

I use consistent verb tense to make meaning for my reader.

Week 13: Edit for collective nouns (5.11Diii)

Patterns of Power Lesson 5.6

Slides

Focus Phrase: I use collective nouns to name groups of people, places, and things as one.

Week 14: Edit for indefinite pronouns (5.11Dvii)

Patterns of Power Lesson 10.3

Slides

Focus Phrase: Indefinite pronouns are indefinite and don't need antecedents.

Week 15: Edit for quotation marks in dialogue (5.11Dx)

Patterns of Power Lesson 12.2

Slides

Focus Phrase: I use quotation marks to show people talking.

Week 16: Edit for quotation marks in dialogue (5.11Dx)

Patterns of Power Lesson 12.2

Slides

Focus Phrase: I use quotation marks to show people talking.

Week 17: Edit for punctuation, including quotation marks in dialogue (5.11Dx)

Patterns of Power Lesson 12.3

Slides

Focus Phrase: I open and close words spoken aloud with quotation marks.

I set off dialogue tags with punctuation.

I place end punctuation inside quotation marks.

Math 2nd Nine Weeks Curriculum Guide

Week 10: Solve with Proficiency for Quotients of up to a Four-Digit Dividend by Two-Digit Divisor using the Standard Algorithm and Represent Multiplication of Decimals with Products to the Hundredths (objects)

Week 11: Represent Multiplication of Decimals with Products to the Hundredths (pictorial) and Solve for Products of Decimals with Products to the Hundredths

Week 12: Represent Division of Decimals with Quotients to the Hundredths (objects and pictorial)

Week 13: Represent Division of Decimals with Quotients to the Hundredths (pictorial) and Solve for Quotients of Decimals to the Hundredths

Week 14: Represent Multiplication of Fractions and a Whole Number (objects and pictorial) and Solve the Multiplication of Fractions and a Whole Number

Week 15: Solve the Multiplication of Fractions and a Whole Number and Represent Division of a Unit Fraction and a Whole Number (objects and pictorial)

Week 16: Represent Division of a Whole Number and a Unit Fraction (object and pictorial) and Divide Whole Numbers by Unit Fractions & Unit Fractions by Whole Numbers

Week 17: COMMON UNIT ASSESSMENT (CUA) 2 and Identify Prime and Composite Numbers

Week 18: MOY NWEA MAPS and 7: Describe the Meaning of Parenthesis and Brackets in a Numerical Expression

Math Resources at Home

Progress Learning

Zearn
Boddle

2nd Nine Weeks Curriculum 5th Science

Week 1: Energy Transformations 5.8

Week 2: Electrical Circuits

Week 3: Electrical Circuits

Week 4: Light Energy

Week 5: Light Energy

Week 6: Processes of Sedimentary Rock and Fossil Fuels

Week 7: Processes of Sedimentary Rock and Fossil Fuels

Week 8: Processes of Sedimentary Rock and Fossil Fuels

Week 9: Christmas BREAK!

2nd Nine Weeks Curriculum 5th Social Studies

Week 6: Age of Exploration

Week 7: The Colonies and Their Founding

Week 8: Colonial Governments

Week 9: Road to Revolution

Week 10: American Revolution, Part 1

Week 11: The American Revolution, Part 2

Week 12: A New Nation

Week 13: Constitution

Week 14: The Bill of Rights