

Grade: 5		
Unit: Chemical Matter		
Pacing: 15 Lessons: 15 Total Days		
PLC Question: <i>What do we want all students to know and be able to do?</i>		
Grade Level Priority Standards: RI.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.6- Describe how a narrator's or speaker's point of view influences how events are described. L.5.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).		
Supporting Standards: RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). W.5.2 - Write informative/explanatory text to examine a topic and convey ideas and information clearly.		
Essential Questions: <i>Questions that are powerful, directive, and commit students to the process of critical thinking through inquiry. Used to probe for deeper thinking and promote the development of critical thinking and higher-order capabilities, problem-solving.</i> Author's choice; why does it matter? What makes a "great" story?		
Learning Progressions		
Previous Grade Level: 4 Learning Targets: LT: Identify and explain different structures used in informational text (e.g. chronology, compare/contrast, cause/effect, problem/solution). LT: Determine the overall structure	Grade Level: 5 RI.5.1 Learning Targets: LT: Compare and contrast events, ideas, concepts, or information using the structures of 2 or more texts. Learning Progression:	Next Grade Level: 6 Learning Targets: LT - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). LT - Compare how nonfiction texts from different genres or authors address the

found in an informational text. LT: Describe how events, ideas, concepts, or information are structured in a text. Learning Progression: 4.5a - Identify text structures & words/phrases that describe each: - Cause and Effect: because, cause, due to, before, after - Chronology (Sequence): in the beginning, after that, next - Comparison: unlike, similarly, in contrast - Problem and Solution: resolve, problem, dilemma 4.5b - Use graphic organizers to identify/describe text structures while reading a text. RL.4.6 Learning Targets: LT: compares and contrasts the point of view from which different stories are narrated, including the differences between first- and third-person narrations Learning Progression: - determines the point of view from which different stories are narrated, including the differences between first and third-person narrations.	Describe the characteristics of various text structure: - Description - for example, for instance, (looks like, smells like, tastes like) - Sequence (chronological) - first, next, last - Cause/Effect - because, cause, due to, effect - Problem/solution - resolve, problem, dilemma - Compare/contrast - unlike, similarly, in contrast RL.5.6 Learning Targets: LT: Describe how a narrator's or speaker's point of view influences how events are described. Learning Progression: - Describe the difference between a narrator or speaker and the author or characters in a text. - Explain why the point of view influences how much a reader knows about a story. - Identify if the text is limited or omniscient point of view. - Identify if the text is written in first or third person point of view (such as identifying pronouns commonly used.) L.5.6 Learning Targets: LT: I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	same events. Learning Progression: - Identify important event(s) or ideas two texts share. - Describe the point of view, main ideas, and significant details in two texts. - Use a graphic organizer to compare the points of view, main ideas, and significant details in two texts. - Explain why someone might want to read two texts on the same topic, even if both discuss the same events or ideas. - Explain how the structures of poems, fiction, and dramas differ. - Identify the characters, settings, and important events from two texts. - Use a graphic organizer to compare the characters, settings, and events from two texts. - Identify passages in two different texts that address a particular theme. RL.6.6 Learning Targets: LT: Explains how an author develops the point of view of the narrator or speaker in a text. Learning Progression: - Identifies how an author develops the point of view of the narrator or speaker in a text.
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	Learning Progression: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	
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Learning Targets

Standard: 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

Learning Targets:

- I can quote accurately to explain what the text says explicitly.
 - Format and punctuate quotations correctly.
 - Incorporate a quotation into a sentence.
 - Identify the main topic of a nonfiction text explicitly.
 - Paraphrase an idea from a source text.
 - Identify the title and author of paraphrased or quoted information.
- I can quote accurately to draw inferences from a text.
 - Format and punctuate quotations correctly.
 - Incorporate a quotation into a sentence.
 - Identify the title and author of paraphrased or quoted information.
 - Explain how inferring is using background knowledge and information from a text.
 - Outline possible reasons and evidence that could support an inference.

RL.5.6

- I can describe how a narrator's or speaker's point of view influences how events are described.
 - Describe the difference between a narrator or speaker and the author or characters in a text.
 - Explain why the point of view influences how much a reader knows about a story.
 - Identify if the text is limited or omniscient point of view.
 - Identify if the text is written in first or third person point of view (such as identifying pronouns commonly used.)

Essential Vocabulary

Key Academic Vocabulary: *Reference proficiency scales and CKLA units as well as WY-TOPP Blueprint*
text structure, compare, contrast

PLC Question: How will we know when students have learned?		
Assessment and Evidence		
State Assessments - WY-TOPP Summative Grades 3-10 - WY-TOPP Interim - mCLASS	District Essential Assessments - End of Unit Assessments - WY-TOPP Interim - mCLASS Progress Monitoring	Building/Grade-level/Individual Assessments - Pre-Assessments - WY-TOPP Modulares - Common Formative Assessments - Classroom Assessment & Evidence - WIN Assessments - Daily Problem Sets - Exit Tickets - Checklists & Observations - Anecdotal Records - Digital Software Data - Student Self-Assessment - Other Assessments:
PLC Question: How will teachers facilitate the learning?		
Key Curriculum Resources		Supporting Resources and Instructional Strategies
<u>CKLA</u> (use CKLA units, overlay documents, and learning targets as resources) Unit: 9 Lessons w/essential standards: Lesson 2- 5. RI.5 - Compare/contrast Unlike, similarly, in contrast Lesson 5- supporting <i>Refer to pacing guides in UCSD #1 folder</i>		<u>Additional lessons needed for standards:</u> (use overlay document and proficiency scales as resources): Digital Tools:
PLC Question: What will we do when students have not learned?		
Interventions		

Tier 3 - Intensive - Learning Gaps WIN groups IXL Amplify reading
<i>PLC Question: What will we do when students have learned?</i>
Extension
Creative writing Literature Circles Book clubs Research topic and create presentation