

Grade: 5		
Unit: The Reformation		
Pacing: 10 Lessons, 3 Flex Days, 1 State/District Test Days: 14 Days Total		
PLC Question: <i>What do we want all students to know and be able to do?</i>		
Grade Level Priority Standards: 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. RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the 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.		
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.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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>).		
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> What do good readers do? Am I clear about what I just read? How do I know?		
Learning Progressions		
Previous Grade Level: 4 Learning Targets: LT: Explain what happened in events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. LT: Explain why events, procedure,	Grade Level: 5 Learning Targets: LT: Explain the relationships or interactions between two or more: - individuals, using textual evidence - events, using textual evidence - ideas, using textual evidence - concepts, using textual evidence in a	Next Grade Level: 6 Learning Targets: LT: Analyze in detail how a key individual, event, or idea is: - introduced - illustrated - elaborated in a text (e.g., through examples or anecdotes).

ideas, or concepts in a historical, scientific, or technical text happened, based on specific information in the text. Learning Progression: - List different types of text features that could help a reader understand a specific concept or event. - Identify details that are usually included in an informative text (such as facts about the topic, explanations for specific procedures, descriptions of events). - Identify important vocabulary and events that relate to a topic. - Explain how a piece of information does or does not support an answer, inference, or reason. - Make a list of details or pieces of evidence that support an idea.	historical, scientific, or technical text based on specific information in the text. Learning Progression: - Identify relationships or interactions of: - individuals (Rosa Parks vs. Bus Driver) - events (American Revolution, Printing Press) - ideas (Civil Rights) - concepts (Freedom, Social Class)	Learning Progression: - Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison). - Identify when the author uses a hook (such as an anecdote, interesting fact, or question) to introduce the main idea in a text. - Annotate important names, places, actions, or ideas that relate to the main idea in a text. - Identify ideas repeated throughout the text. - Explain how text features (such as headings, images, or captions) relate to or address an idea.
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Learning Targets

Standard: 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.

Learning Targets:

- LT: I can explain the relationships between individuals, using textual evidence.
 - Identify relationships or interactions of:
 - Individuals (Rosa Parks vs. Bus Driver)
- LT: I can explain the relationships between events, using textual evidence.
 - Identify relationships or interactions of:
 - Events (American Revolution, Printing Press)
- LT: I can explain the relationships between ideas, using textual evidence.
 - Identify relationships or interactions of:
 - Ideas (Civil Rights)
- LT: I can explain the relationships between concepts, using textual evidence.
 - Identify relationships or interactions of:
 - Concepts (Freedom, Social Class)

Essential Vocabulary

Key Academic Vocabulary: *Reference proficiency scales and CKLA units as well as WY-TOPP Blueprint relationship, interaction, individual, event, idea, concept*

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: The Reformation Lessons w/essential standards: Lesson 1 - RI.5.3 - I can read informational text to explain the significance interactions between two or more individuals. Lesson 3 - RI.5.3 - I can read informational text to describe the Church's influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. Lesson 5 - RI.5.3 - I can read an informational text to identify and describe key events and people of the Reformation.	<u>Additional lessons needed for standards:</u> (use overlay document and proficiency scales as resources): Digital Tools:

Lesson 6 - RI.5.3 - I can reread informational text to review key events of the Reformation and to summarize the motives of key figures. Lesson 7 - RI.5.3 - I can read informational text to describe and summarize the new scientific theories proposed by Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. Lesson 9 - RI.5.3 - I can read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. <i>Refer to pacing guides in UCSD #1 folder</i>	
PLC Question: What will we do when students have not learned?	
Interventions	
Tier 3 - Intensive - Learning Gaps WIN groups IXL Amplify reading	Tier 2 - Strategic - Supporting Tier 1 Small groups during independent work time WIN groups IXL Amplify reading
PLC Question: What will we do when students have learned?	
Extension	
Creative writing Literature Circles Book clubs Research topic and create presentation	