

ELA Units of Study

5th Grade Pacing Guide

2015-2016

Approx. Dates	Unit Name	# of Days	Notes
Sept. 8 - Oct. 16	Systems Unit	20	*Establish norms for discussion *Writing genre focus: Informational/Expository *Optional SBA Interim assessment: <ul style="list-style-type: none"> ● Pre only = Edit/Revise ● Pre/Post Read Information
Oct. 12-16 Informational Performance Task Writing Assessment Upload Informational P.T. Writing Scores to Homeroom by Nov. 6th			
Oct. 26 - Dec. 11	Courageous Adventures Unit	30	*Writing genre focus: Narrative *Optional SBA Interim assessment: <ul style="list-style-type: none"> ● Pre/Post Read Lit ● Post only = Edit/Revise
Dec. 14-18 Narrative Performance Task Writing Assessment Upload Narrative P.T. Writing Scores to Homeroom by Jan. 15th			
Jan. 4 - Mar. 11	Revolutionary War Period Unit	38	*Writing genre focus: Opinion *Optional SBA Interim assessment: <ul style="list-style-type: none"> ● Pre/Post Listening
Mar. 14-18 Opinion Performance Task Writing Assessment Upload Opinion P.T. Writing Scores to Homeroom by April 1st			
Mar. 24 - June 10	Notable People Unit OR Author Study Unit	28 OR 30	*Writing genre focus: Presentation *Optional SBA Interim assessment: <ul style="list-style-type: none"> ● Pre/Post Research ● Post only = Edit/Revise

*Approx. dates span more teaching days than units require to allow for differentiation.

*Link to [5th Grade ELA KUDS](#)

*Link to [5th Grade Writing Rubrics](#)

LSSD Literacy Units of Study KUDS - Fifth Grade

The following outline shows what kids should **Know**, **Understand** and be able to **Do** throughout the year using LSSD's Literacy Units of Study for literacy instruction.

Systems Unit September through mid-October

Essential Question: <ul style="list-style-type: none">• How are living things connected?• How do changes in the environment impact living things?	Know: <ul style="list-style-type: none">• classroom rules of collaborative conversations• annotation marks to use to show their thinking• vocabulary= ecosystem, diverse, food chain, energy, producer, consumer, predator, scavenger, decomposer, food web,
Understand: <ul style="list-style-type: none">• that living things are impacted by environmental changes• the connection between living things and that• how to effectively search for information	Be able to Do: <ul style="list-style-type: none">• follow classroom rules of discussion in diverse situations• annotate text to show thinking• summarize informational text• identify text structure in informational text• synthesize information from multiple sources on the same topic• consider task, purpose and audience when writing an informational piece• write an informational article with problem/solution text structure with an introduction, body and conclusion

Courageous Adventures Unit

Mid-October through December

Essential Question: <ul style="list-style-type: none">• What can a natural disaster teach you?• How are courage and survival related?	Know: <ul style="list-style-type: none">• components of realistic fiction adventure genre• classroom rules of collaborative conversations• annotation marks to use to show their thinking
Understand: <ul style="list-style-type: none">• authors study informational text to write accurate realistic fiction• continued revision makes for stronger writing• returning to text and discussing the ideas within deepens our understanding of the text	Be able to Do: <ul style="list-style-type: none">• follow classroom rules of discussion in diverse situations• annotate text to show thinking• identify word choices an author uses to create mood• analyze how characters respond to challenging situations• use the writing process to strengthen narrative writing• use knowledge of genre to write a realistic fiction adventure piece

Revolutionary War Period Unit

January through mid-March

Essential Question: <ul style="list-style-type: none">• What is freedom?• What is the power of the written word?	Know: <ul style="list-style-type: none">• vocabulary= informant, malicious, blockade, indentured, providence, ancestors, dignity, lowliness, beholden, deprived, bribe, thievery, gossip, treason, submit, forbearance, liberty, insolence, self-preservation, surrender, ruin, shame, honor• classroom rules of collaborative conversations• annotation marks to use to show their thinking• opinions need to be supported with examples and explanation
Understand: <ul style="list-style-type: none">• freedom can have multiple meanings, depending on point of view• the written word was a powerful force before and during the Revolutionary War• a student's own written words can be powerful• how point of view can influence how events are described	Be able to Do: <ul style="list-style-type: none">• follow classroom rules of discussion in diverse situations• write and analyze differing viewpoints of same situation using evidence from text• analyze the characteristics of the genre of historical fiction• use multiple strategies to understand complex text (visualize, ask and answer questions, reread, etc.)• write an opinion piece that contains: an introduction with an opinion, body with supporting reasons, and a related conclusion• support their opinions using evidence from multiple texts• analyze how two or more texts address similar themes and topics (freedom and the Revolutionary War)• use I Can statements to revise and edit

Notable People Unit

Mid-March through May

(interchangeable with Author Study Unit)

Essential Question: <ul style="list-style-type: none">• How did notable people impact American history?	Know: <ul style="list-style-type: none">• annotation marks to use to show their thinking• how to cite their sources used to research
Understand: <ul style="list-style-type: none">• many people impacted American history• how to effectively search for information online	Be able to Do: <ul style="list-style-type: none">• locate and analyze multiple sources on their chosen notable person• take effective notes to support their research• write an expository piece with an introduction, body and conclusion that has an effective organizational structure unique to their notable person• use the writing process to improve their writing• speak clearly and knowledgeably about their notable person• provide visual support for their presentation

Author Study Unit

Mid-March through May

(interchangeable with Notable People Unit)

<p>Essential Question:</p> <ul style="list-style-type: none">• What can studying an author's life and craft teach me about myself as a writer?	<p>Know:</p> <ul style="list-style-type: none">• authors can have very different approaches
<p>Understand:</p> <ul style="list-style-type: none">• we can study an author and their craft to learn more about our own writing• how to effectively search for information online	<p>Be able to Do:</p> <ul style="list-style-type: none">• locate and analyze multiple sources on their chosen author• take effective notes to support their research• use the writing process to improve their writing• speak clearly and knowledgeably about their author's life, writing process and craft and what they learned from studying their author• mimic or apply their chosen author's style in their own piece of writing