

## Unit 1

This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning.

<http://georgiaelaccgpsk-5.wikispaces.com/> This version of the CCGPS state framework weekly pacing guide includes the 2013 unit 1 revised unit and the old CCGPS units are located at the following link. This packet will include 5 total units with 2 pacing versions for Unit 1 at the beginning. The tabs and titles indicate week 1 of 2013 (revised units) and week 1 of last years units (2012-2013 units).

<http://georgiaelaccgpsk-5.wikispaces.com/>

## Math Revisions

Each Math Revision will be noted in orange throughout the framework. Some grade levels will notice a change in unit order and some grade levels will only see lesson insertions, deletions, and reorder. Be sure to reference the revised Math frameworks found at this link:

<https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>

Week 1 5th Grade (2013 Unit 1)			
Reading	Social Studies	Science	Math
Lesson 1: Build background knowledge; Review Story Elements *Begin a reading/writing journal or interactive notebook. *● Gallery Walk - Civil War see lesson. * Note-taking mini lesson. *Intro follow the drinking gourd * Model identifying story elements with read aloud. * See lesson for projects	Social Studies Unit: Connecting Themes *Create a theme connecting grid throughout the week (p.3) *Writing Task: complete Venn diagram of K & 5th grade classrooms and use information to write about the similarities and differences (p.5)	Cells and Microorganisms: *define cell *compare and contrast plant and animal cells	Order of Operations Scaffolding Task Small Group/Individual Task Deriving the rules of order of operations
Lesson 2: Establish norms / procedures; Begin reading Extended Text. *Intro theme * Establish expectations. * Intro extended text and begin vocab discussion.			Trick Answers Constructing Task Individual/Partner Task Order of operations
<b>ELA</b>			
Lesson 1 Build background knowledge. * Intro opinion. * Use mentor texts to intro persuasive writing. * Compare 2 objects and students will defend opinion.			
Lesson 2: Language: Opinion Writing; Coordinating Conjunctions. * Use persuasive language to express opinion. * Students will write to civil war prompts located in lesson. * Grammar mini lesson conjunction and commas.			
<b>Acquisition Skills</b>			
ability to compare/contrast; infer real world connections; identify persuasive genre; commas and conjunctions	connect real world themes with prior experience	vocabulary acquisition	ability to identify types/differences in operations
<b>Formative Assessments</b>			
Writing Prompt: What was the Civil War and why was it so important.		Writing Prompt: What do you think a cell is and what does it look like?	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Evidence from interactive notebook		evidence of science tasks	evidence of math tasks
<b>Management</b>			
The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)			

**Week 2 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
Lesson 3 Theme: * Mini-lesson on theme (can link to Social Studies). * The Sneetches by Dr. Seuss; group work to create theme statement for reading* Theme anchor chart (Sample books found in lesson).	Social Studies Unit: 2 Effective Citizenship  *Continue with Connecting Themes anchor chart  *Bill of Rights activities p. 2	Cells and Microorganisms:  *summarize plant/animal cell differences *investigate plant and animal cells through microscope	Money for Chores Constructing Task Individual/Partner Task Write and evaluating expressions.
Lesson 4 Use visualization to make inferences and recall main characters: *Mini-lesson on historical fiction. * Define Visualization. * Model Visualization. * Possible QR code creation connection.	Math connection tasks: *Create a chart to record prices for your grocery list for the week.  Write a letter to parents explaining how the \$50 was spent and include questions on pg. 4		Hogwarts House Cup Constructing Tasks Individual/Partner Task Evaluate expressions with parentheses ( ), brackets [ ] and braces { }. MCC5.OA.1-2
<b>ELA</b>			
Lesson 3 Commas in a Series; Opinion Writing: *Mini-lesson on Commas. * Assess with Conjunctions. * Review elements of opinion writing (found in lesson). *Practice using 3 arguments with supporting opinion. *Creating strong intro. * Use draft pieces started in lesson 2.			Hogwarts House Cup Part 2 Practice Task; Individual/Partner Task Evaluate expressions with parentheses( ), brackets [ ] and braces { }. MCC5.OA.1-2
Lesson 4 Crafting Reasons to Support Opinion: *Organizing reasons to support opinion. *Paragraph structure. * Revising prompts from lesson 2.			

**Acquisition Skills**

connect prior learning, form an opinion, conjunctions, commas, recognizing persuasive language and elements.	connect real world activities to mathematical concepts	access prior knowledge	ability to identify types/differences in operations; write mathematical thinking
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**Formative Assessments**

skill based tasks identifying: conjunctions commas strategies for unknown vocabulary	Writing Prompt: Why is it important to know amounts related to number operations when making plans for purchases?	Summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
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**Student Portfolio**

Opinion writing piece.	connect themes tasks *note: expenses tasks can be used for math portfolio as well	evidence from task	evidence from tasks
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**Management**

The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)

**Week 3 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math	
<p>Lesson 5 Compare and contrast characters, use textual evidence to support ideas: *Read Pink and Say. * Compare and Contrast characters. *Define and Demonstrate dialect. * Read Narrative of the life of Frederick Douglas. *Model Writing textual evidence. *Write a paragraph that establishes opinion and compares text.</p>	<p>Social Studies Unit: 2 Effective Citizenship</p> <p>*Continue with Connecting Themes anchor chart Unit 3</p> <p>ELA Connection Task: *Pretend to be reporters and take on role of a war correspondent and report to class p. 3</p>	<p>Cells and Microorganisms: *use frayer model to define and illustrate cells after investigating and labeling cells under a microscope</p>	<p>Expression Puzzle Practice Task Individual/Partner Task Interpret Numerical Expressions MCC5.OA.2</p>	
<p>Lesson 6 Using Context Clues: *How to use context clues. * Read aloud, extended reading choice. * Determine meaning of unknown words. * Close Reading activity. * Use Tree map for vocab.</p>			<p>Patterns R Us Constructing Task Partner/Small Group Task Exploring powers of ten with exponents</p>	
<p><b>ELA</b></p>			<p>Lesson 5 Providing a Sense of Closure: * Continue draft from lesson 2. * Model techniques for closure. *Craft a writing of a closing paragraph and apply to essay.</p>	<p>Lesson 6 Writing an Opinion Essay; Linking Words and Phrases; Transition Words: Writing an opinion essay linking words and phrases, transition phrases. (links located in lesson). * Mini-lessons, linking words and phrases, transitional signal words, commas. * Students should finish draft writing.</p>
<b>Acquisition Skills</b>				
<p>identify vocabulary; connect concepts; writing strategies; form opinions; Commas, Conjunctions, Transition and Linking Words, Persuasive Language</p>		<p>Access prior learning</p>	<p>ability to identify types/differences in operations; write mathematical thinking</p>	
<b>Formative Assessments</b>				
<p>Writing prompt: What would it be like to be a part of the Civil War? Use descriptive sentences and underline conjunctions and circle commas in a series.</p>	<p>summarize prior learning</p>	<p>various skill based tasks to identify number sense needs; use formative assessment questions in each task</p>		
<b>Student Portfolio</b>				
<p>Evidence from interactive notebooks and opinion writing piece.</p>	<p>evidence from tasks</p>	<p>evidence from tasks</p>		
<b>Management</b>				
<p>The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)</p>				

## Week 4 5th Grade (2013 Unit 1)

Reading	Social Studies	Science	Math
Lesson 7 Understanding Poetry: *Intro poetry (with emphasis on mood, tone, and theme). * Directions for instruction of poems and visual text features located in lesson.	Social Studies Unit: 3 Civil War  *Pretend to be reporters and take on role of a war correspondent and report to class p. 3  *Compare/Contrast 2 leaders p. 3	Cells and Microorganisms: *label, investigate animal cells; label organelles of animal cells and explain each with function	Multiplication Three in a Row Practice Task Small Group/Partner Task Multiply multi-digit numbers
Lesson 8 Understanding Poetry/Figurative Language and Theme: * Intro figurative language (focus on simile and metaphors). * Use poetry to locate figurative language. * Comprehension questions for poetry located in lesson.			Preparing Prescription CTE Task Individual/Partner Task Single and double digit multiplication in a realworld context MCC5.NBT.5
<b>ELA</b>			Division & Interpreting Remainders <b>Formative Assessment Lesson (FAL)</b> Individual/Small Group Task Division and Interpreting Remainders MCC5.NBT.6
Lesson 7 Revising/Editing Opinion; Prepositions: *Mini-lessons on prepositions (suggestions located in lesson). * Model revising and editing opinion writing (with rough draft completed previously). * Editing suggestions found in lesson.			
Lesson 8 Commas to Set Off Introductory Elements in Sentences; Interjections: * Review comma instruction. * Practice identifying compound subjects/predicates in sentences. * Model Sentences and lesson ideas located in lesson.			
<b>Acquisition Skills</b>			
identify vocabulary; connect concepts; writing strategies, recognize poetry traits; form opinions and connect research information to historical fiction, identify figurative language; Commas, conjunctions, and persuasive language		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
<b>Formative Assessments</b>			
Writing Prompt: How does poetry tell a story like a book or novel? Provide an example.		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Editing and Revising opinion rough draft.		evidence from tasks	evidence from tasks
<b>Management</b>			
The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)			

**Week 5 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
Lesson 9 Inferences and Citing Evidence: *Use extended text - define and discuss inferences. *Sample lessons on a weblink found in lesson.	Social Studies Unit: 3 Civil War	Cells and Microorganisms: *Wanted poster for Microorganism pg. 5 of framework	The Grass is Always Greener Constructing Task
Lesson 10 Monitor Comprehension: * Model reading the excerpt A Picture of Freedom: The Diary of Clotee, a Slave Girl *Re-read. *Read on. *Ask a question. *Use background knowledge. * Stop Reading and refocus. *Create an anchor chart with the class for comprehension .	ELA Connection Task: *Create a Civil War scrapbook p. 5		Small Group/ Individual Task Applying multiplication to problem solving situations
<b>ELA</b>			Division Four in a Row Practice Task
Lesson 9 Writing About Poetry: * Explain: Students will write an informational piece on Langston Hughes’ two poems, “Children’s Rhymes” and “Democracy.” * Teach transitional and signal words. * Informational Quick write. * Mini-lessons on declarative sentences. * Students will write about the 2 poems using simple and compound declarative sentences. * Review conjunction, prepositions, and transition words.	*Create a Civil War scrapbook p. 5 ELA Connection Task: *Pretend to be reporters and take on role of a war correspondent and report to class p. 3		Partner/Small Group Task Divide four-digit dividends by one and two-digit divisors
Lesson 10 Subordinating Conjunctions and Dependent Clauses; Informational Writing: Mini-lessons on Subordinating conjunctions and (Can use prezli link <a href="http://prezi.com/afdighp7pzm/aaawwubbis/">http://prezi.com/afdighp7pzm/aaawwubbis/</a> ). * Review commas with subordinate conjunctions, differentiate between complex and compound sentences. * Find the end of dependent phrases and add commas. *Continue informational prompt from lesson 9.	*Create/review rubric for performance tasks for integrated tasks: include ELA and Social Studies CCGPS/GPS		

**Acquisition Skills**

identify vocabulary; connect concepts; writing strategies, recognize poetry traits; form opinions and connect research information to historical fiction, identify figurative language; Commas, conjunctions, and persuasive language	Access prior learning	ability to identify types/differences in operations; write mathematical thinking
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**Formative Assessments**

Writing Prompt: How does monitoring your comprehension help you understand what you are reading?	summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
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**Student Portfolio**

Evidence from interactive notebook; Poetry informational writing.	evidence from tasks	evidence from tasks
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**Management**

The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)

**Week 6 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
Reading Lesson 11 Identifying Main Idea and Details with A Picture of Freedom: * Provide students with a copy of the excerpt entitled A Picture of Freedom: The Diary of Clotee, a Slave Girl. *Work with the class to identify the main ideas of the first three paragraphs. * Model organizing main ideas. *Optional BYOT QR code with Gettysburg Address.	Social Studies Unit: 3 Civil War ELA Connection Task: *Create a Civil War scrapbook p. 5 *Create 2 Civil War Leader Trading Cards (1 North, 1 South) ELA Connection Task: *Compare/Contrast war on the North & South *Build a plot structure focusing on one aspect of the civil war	Classification: Lesson 1: objects are grouped based on characteristics ; data is collected to make a conclusion Lab Investigation Includes: *completed bar graph *conclusion that is based on the data collection *definition of classification	Are These All $365 \div 15$ ? Constructing Task Individual/Partner Task Conceptual Understanding of Division Problem Types
Lesson 12 Summarizing Using the Extended Text: *Summarize using the extended text. *Continue reading extended text with note taking. *Student note taking should summarize the main idea.			
<b>ELA</b>			
Lesson 11 Outlining for Informational Texts: * Continuation of the prompt started in lesson 9. *Share informational text ranging from encyclopedias to text with photographs. *Discuss components of informational writing found in lesson. * Model how to prewrite with graphic organic/outline. Lesson 12 Summarizing Text: *Continue work with prompt started in lesson 9. *Use notes from reading to write a paragraph on extended text. * Use subordinating conjunctions.			

**Acquisition Skills**

identify vocabulary; connect concepts; writing strategies, recognize poetry traits; form opinions and connect research information to historical fiction, identify figurative language; Commas, conjunctions, and persuasive language	Access prior learning	ability to identify types/differences in operations; write mathematical thinking
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**Formative Assessments**

Writing Prompt: How does identifying main idea help you understand what you are reading?	summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
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**Student Portfolio**

Evidence from interactive notebook and informational writing prompt.	evidence from tasks	evidence from tasks
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**Management**

The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)

**Week 7 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
Lesson 13 Point of View: *Read aloud 4 examples of point of view. *Identify differences in point of view. *Identify and discuss how point of view changes the text.	ELA Connection: EQ: What is the best way to conduct research? *compare two court cases with graphic organizers (W's)	Classification: Lesson 2: Animals are grouped by their characteristics Lab Requirements:	Decimal Designs Constructing Task/ Pairs Creating graphic representations of decimals
Lesson 14 Listening to your Inner Conversation -- Comprehend text: * Model a Think Aloud lesson on Henry's Freedom Box by Ellen Levine. *Suggestions found in lesson. * Note taking discussed in groups and revisit theme.	ELA Connection: EQ: How does a speaker engage an audience?*technology connection: watch "I Have a Dream" and practice note taking* analyze how speech relates to Jim Crow Laws	*presentation of group classifications *frayer models of vertebrate and invertebrate	Making "Cents" of Decimals Scaffolding Task/Individual/Pairs Using decimals in money MCC5.NBT.3  In the Paper Practice Task/Pairs Relating quantity to decimal numbers
<b>ELA</b>	ELA Connection: EQ: How does a reader identify theme? Use Little Blue and Little Yellow for prediction, model of commas, connect to Civil Rights topics		High Roller Revisited Scaffolding/Pairs Place value, comparing decimals
Lesson 13 Narrative Writing: *Intro elements of narrative writing. *Share narrative mentor texts. *Define narrative elements located in lesson. *Review interjections. *Continue to teach conjunctions, prepositions, and interjections. *Begin a list of narrative topics related to Civil War (e.g. underground railroad). *Create a pre-write graphic organizer. *Students will respond to prompts located in lesson.			Lesson 14 Narrative Writing/ Using Dialogue: *Convention focus, using dialogue from extended texts. *Follow direction in lesson. * Students begin drafting a narrative story.
<b>Acquisition Skills</b>			
identify vocabulary; connect concepts; writing strategies, recognize poetry traits; form opinions and connect research information to historical fiction, identify figurative language; Commas, conjunctions, interjections, and persuasive language	Access prior learning	ability to identify types/differences in operations; write mathematical thinking	
<b>Formative Assessments</b>			
Writing Prompt: How is narrative writing different from informational writing? Provide two paragraph examples.	summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task	
<b>Student Portfolio</b>			
Evidence from interactive notebook and narrative graphic organizer and draft.	evidence from tasks	evidence from tasks	
<b>Management</b>			
The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)			

**Week 8 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
<p>Lesson 15 Analyzing characters, events, and mapping out the story with character feelings: *Review story elements. *Review theme. *Using a graphic organizer, model identifying story elements. *Focus on character emotion. *Discuss challenges characters faced.</p>	<p>ELA Connection task: EQ: How does one locate information? *technology connection: research/explore Civil Rights figures *introduce conducting research through web quest; *use note taking method of taking notes and organizing information</p>	<p>Classification: Lesson 2: Animals are grouped by their characteristics  *presentation of group classifications  *frayer models of vertebrate and invertebrate Journal Reflection: Why do scientists classify things? What do scientists do when something doesn't fit in the classification system?</p>	<p>Decimal Garden Performance Task Individual Relating fractions to decimal numbers  Decimal Lineup Practice Task/Pairs Ordering decimals MCC5.NBT.3  Reasonable Rounding Constructing Task/Pairs Rounding decimals  Batter Up! Performance Task/Individual Using data/rounding</p>
<p>Lesson 16 Key Ideas and Details Lincoln's Words: *Intro the Emancipation Proclamation. *Use video links in lesson. *Comprehension questions also located in lesson. *Discuss vocabulary.</p>	<p>ELA Connection task: EQ: How are thoughtful discussions conducted? *use information from letters Dear Mrs. Parks *introduce paraphrasing while researching</p>		
<p><b>ELA</b></p>			
<p>Lesson 15 Narrative writing, Sensory Details: *Writing focus using sensory details in narrative writing. *Continue prompt started in lesson 13. *Student created anchor/chart on sensory details. *Assessment focus found in lesson.</p>			
<p>Lesson 16 Opinion Writing Lincoln's Words: *Writing focus opinion writing. *Students will respond to prompts located in lesson.</p>			
<p><b>Acquisition Skills</b></p>			
<p>Access prior knowledge, summarize, use a variety of writing conventions and craft strategies; infer and research historical connections</p>	<p>Access prior learning</p>	<p>ability to identify types/differences in operations; write mathematical thinking</p>	
<p><b>Formative Assessments</b></p>			
<p>Writing Prompt: How does organized note taking help you add to your research project?</p>	<p>summarize prior learning</p>	<p>various skill based tasks to identify number sense needs; use formative assessment questions in each task</p>	
<p><b>Student Portfolio</b></p>			
<p>Evidence from interactive notebook: begin to let students choice a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition</p>	<p>evidence from tasks</p>	<p>evidence from tasks</p>	
<p><b>Management</b></p>			
<p>The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)</p>			

**Week 9 5th Grade (2013 Unit 1)**

Reading	Social Studies	Science	Math
Lesson 17 Summative Assessment: Reading: Assessment opportunity.	ELA Connection Tasks: EQ: How are presentations structures to elicit audience engagement?*introduce any of the listed forms of media presentation* discuss teacher made presentation rubric requirements	Classification: Lesson 3: Vertebrates are sorted in groups  *grouping of imaginary animal and paragraph explaining why the animal is placed in the group	Hit the Target Practice Task/Pairs Adding decimals MCC5.NBT.3
Lesson 17 Summative Assessment: Reading: Assessment opportunity.			
<b>ELA</b>	EQ: How does one separate reliable resources from unreliable? *photo story, KWL on Little Rock Nine * answer research questions		Ten is the Winner Practice Task/Pairs
Lesson 17 Summative Assessment: Writing: Assessment opportunity.	EQ: What makes a presentation interesting? *continue research *conference with rubric		It All Adds Up Constructing Task/Individual/Pairs Adding decimals
Lesson 17 Summative Assessment: Writing: Assessment opportunity.			

**Acquisition Skills**

Access prior knowledge, summarize, use a variety of writing conventions and craft strategies; infer and research historical connections	Access prior learning	ability to identify types/differences in operations; write mathematical thinking
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**Formative Assessments**

Create a timeline of events you have learned from slavery to Civil Rights	summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
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**Student Portfolio**

Research presentation with rubric score and copy of rubric	evidence from tasks	evidence from tasks
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**Management**

The first part of the Social Studies and ELA unit revolve around Civil War. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)

CCGPS Framework Pacing

<b>Week 1 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>EQ: How can visuals be used to make predications and support opinions?                      *begin interactive notebook                      *technology connection: Explore Bill of Rights and Slavery Photo Tour                      *summarize how rights where violated</p>	<p>Social Studies                      Unit: Connecting Themes                      *Create a theme connecting grid throughout the week (p.3)                      *Writing Task: complete Venn diagram of K &amp; 5th grade classrooms and use information to write about the similarities and differences (p.5)</p>	<p>Cells and Microorganisms:                      *define cell                      *compare and contrast plant and animal cells</p>	<p>Order of Operations                      Scaffolding Task                      Small Group/Individual Task Deriving the rules of order of operations</p>
<p>EQ: How do readers use their context clues and resources to determine the meaning of unfamiliar vocabulary? (conjunctions and frayer model)                      *discuss text, point of view, and characterization                      *technology connection: note taking *write about change in character point of view</p>			<p>Trick Answers                      Constructing Task                      Individual/Partner                      Task Order of operations</p>
<p>EQ: How do dialects convey differences in characters?                      *discuss and contrast dialects/summarize                      *technology connection: think-pair-share model                      *vocabulary: conjunctions, verb tense</p>			
<p>EQ: How does an author illustrate a theme?                      *technology connection: reader's theater                      *organize compare/contrast writing assignments                      *Informational writing techniques</p>			
<b>Acquisition Skills</b>			
<p>ability to compare/contrast; infer real world connections; identify point of view</p>	<p>connect real world themes with prior experience</p>	<p>vocabulary acquisition</p>	<p>ability to identify types/differences in operations</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: Write about your feelings when you began kindergarten and your first day of fifth grade. Write eith detail and correct conventions.</p>	<p>Writing Prompt: What do you think a cell is and what does it look like?</p>	<p>various skill based tasks to identify number sense needs; use formative assessment questions in each task</p>	
<b>Student Portfolio</b>			
<p>Evidence from interactive notebook</p>	<p>evidence of science tasks</p>	<p>evidence of math tasks</p>	
<b>Management</b>			
<p>The first part of the Social Studies and ELA unit revolve around a novel. You will connect themes and have many oppourtunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)</p>			

<b>Week 2 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does point of view influence the description of events? *technology connection: prepositions *interactive vocabulary task *discuss narrator's voice and influence *analyze themes of nonviolence	Social Studies Unit: 2 Effective Citizenship  *Continue with Connecting Themes anchor chart  *Bill of Rights activities p. 2	Cells and Microorganisms:  *summarize plant/animal cell differences *investigate plant and animal cells through microscope	Money for Chores Constructing Task Individual/Partner Task Write and evaluating expressions.
EQ: how does point of view influence the description of events? *rewrite a scene from a different point of view *prepositions, conjunctions *author's purpose	Math connection tasks: *Create a chart to record prices for your grocery list for the week. Write a letter to parents explaining how the \$50 was spent and include questions on pg. 4		Hogwarts House Cup Constructing Tasks Individual/Partner Task Evaluate expressions with parentheses ( ), brackets [ ] and braces { }. MCC5.OA.1-2
EQ: How do speaking quotations differ from quotes when referencing a specific area of text? *technology connection-interjections *analyze dialogue verses quotes *opinion/persuasive writing technique referencing text to support writing			Hogwarts House Cup Part 2 Practice Task; Individual/Partner Task Evaluate expressions with parentheses( ), brackets [ ] and braces { }. MCC5.OA.1-2
EQ: How are words, phrases, and clauses used to link opinions? *create list of conjunctions, interjections, and prepositions *discuss how vocabulary influences the mood *technology connection: link opinions with words			
<b>Acquisition Skills</b>			
connect prior learning, recognize point of view, form an opinion	connect real world activities to mathematical concepts	access prior knowledge	ability to identify types/differences in operations; write mathematical thinking
<b>Formative Assessments</b>			
skill based tasks identifying: interjections conjunctions prepositions strategies for unknown vocabulary	Writing Prompt: Why is it important to know amounts related to number operations when making plans for purchases?	Summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Evidence of tasks in interactive notebook	connect themes tasks *note: expenses tasks can be used for math portfolio as well	evidence from task	evidence from tasks
<b>Management</b>			
The first part of the Social Studies and ELA unit revolve around a novel. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 1 independent task group)			

<b>Week 3 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>EQ: What is the purpose of using figurative language? *technology connection: figurative language *interactive notebook: provide examples of figurative language</p>	<p>Social Studies Unit: 2 Effective Citizenship</p> <p>*Continue with Connecting Themes anchor chart Unit 3</p> <p>ELA Connection Task: *Pretend to be reporters and take on role of a war correspondent and report to class p. 3</p>	<p>Cells and Microorganisms: *use frayer model to define and illustrate cells after investigating and labeling cells under a microscope</p>	<p>Expression Puzzle Practice Task Individual/Partner Task Interpret Numerical Expressions MCC5.OA.2</p>
<p>EQ: How does the author establish a theme? *connection of nonviolence with Quakers and MLK *connect literary themes *writing prompt: opinion, use all conventions and vocabulary learned in prior lessons</p>			<p>Patterns R Us Constructing Task Partner/Small Group Task Exploring powers of ten with exponents</p>
<p>EQ: How does an author engage students? *discuss how dialogue, description, and pacing keep interest and create expense *record strategies that "grab" a reader *record vocabulary</p>			
<p>EQ: How can a reader connect text to other texts, personal experiences, or world occurrences? *technology connection: interactive writing task with Underground Railroad, etc.</p>			
<p>EQ: How can text references be used to support opinions formulated about a text? *review and record vocabulary: prepositions, interjections, conjunctions, figurative language *research poem and support opinion</p>			
<b>Acquisition Skills</b>			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
<b>Formative Assessments</b>			
<p>Writing prompt: What would it be like to be a part of the Civil War? Use descriptive sentences and underline and conjunctions, interjections, and prepositions.</p>		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Evidence from interactive notebooks		evidence from tasks	evidence from tasks
<b>Management</b>			
<p>The first part of the Social Studies and ELA unit revolve around a novel. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 2 independent task groups)</p>			

Week 4 5th Grade			
ELA	Social Studies	Science	Math
<p>EQ: How does an author use descriptive details, a sequence of events, and a conclusion to establish a situation and setting?</p> <p>*technology connection: figurative language</p> <p>*review elements of a narrative</p> <p>*using vocabulary, write about nonviolent strategies of Quakers</p> <p>*narrative writing: be a Quaker during era of Underground Railroad-used all vocabulary for prior learning</p>	<p>Social Studies Unit: 3 Civil War</p> <p>*Pretend to be reporters and take on role of a war correspondent and report to class p. 3</p> <p>*Compare/Contrast 2 leaders p. 3</p>	<p>Cells and Microorganisms:</p> <p>*label, investigate animal cells; label organelles of animal cells and explain each with function</p>	<p>Multiplication Three in a Row Practice Task</p> <p>Small Group/Partner Task</p> <p>Multiply multi-digit numbers</p>
<p>EQ: How can an opinion be given more validity?</p> <p>*analyze how opinions are supported by text references</p> <p>*work in groups to answer reflective/inquiry questions listed in task</p>			<p>Preparing Prescription CTE Task</p> <p>Individual/Partner Task Single and double digit multiplication in a realworld context MCC5.NBT.5</p>
<p>EQ: How can an opinion be given more validity?</p> <p>*technology connection: compare and contrast text point of views and opinions</p> <p>*write an opinion piece about the importance of reading; use vocabulary collected from text</p>			<p>Division &amp; Interpreting Remainders</p> <p><b>Formative Assessment Lesson (FAL)</b></p> <p>Individual/Small Group Task</p>
<p>EQ: How can a reader use previously read material to make valid predictions? How can predictions be checked * predict the ending of the text *create a comic strip from predictions</p>			<p>Division and Interpreting Remainders</p> <p>MCC5.NBT.6</p>
<b>Acquisition Skills</b>			
<p>identify vocabulary; connect concepts; writing strategies, recognize poetry traits; form opinions and connect research information to historical fiction, identify figurative language</p>		<p>Access prior learning</p>	<p>ability to identify types/differences in operations; write mathematical thinking</p>
<b>Formative Assessments</b>			
<p>Reflect and summarize plot of novel so far</p>		<p>summarize prior learning</p>	<p>various skill based tasks to identify number sense needs; use formative assessment questions in each task</p>
<b>Student Portfolio</b>			
<p>Evidence from interactive notebook: begin to let students choose a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition</p>		<p>evidence from tasks</p>	<p>evidence from tasks</p>
<b>Management</b>			
<p>The first part of the Social Studies and ELA unit revolve around a novel. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 3 independent task groups)</p>			

<b>Week 5 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does a reader use examples and references to support a theme? *technology connection: correlative conjunctions *choral reading/fluency *summarize plot and include details and challenges faced by the characters *discuss theme of freedom	Social Studies Unit: 3 Civil War ELA Connection Task: *Create a Civil War scrapbook p. 5 ELA Connection Task: *Pretend to be reporters and take on role of a war correspondent and report to class p. 3	Cells and Microorganisms: *Wanted poster for Microorganism pg. 5 of framework	The Grass is Always Greener Constructing Task Small Group/ Individual Task Applying multiplication to problem solving situations
EQ: How does an author give an opinion pieces more validity? *technology connection: interactive reader's response* timeline with each story arc *use citations and examples to write an opinion response			Division Four in a Row Practice Task Partner/Small Group Task Divide four-digit dividends by one and two-digit divisors
EQ: How do visual elements contribute to the meaning, tone, and beauty of a presentation? *research and share facts *technology connection: listen to lyrics of Follow the Drinking Gourd *identify visual elements that appealed to them *writing response: purpose of book/lyrics	*Create/review rubric for performance tasks for integrated tasks: include ELA and Social Studies CCGPS/GPS		
EQ: How can context clues be used to determine word meaning? *review using context clues and reference materials to determine the meaning of unfamiliar words *Greek/Latin affixes and roots: technology connection *summarize and rewrite Emancipation Proclamation	☐		
<b>Acquisition Skills</b>			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
<b>Formative Assessments</b>			
Writing Prompt: How does having pictures and/or media help you understand a text event or plot?		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Evidence from interactive notebook: begin to let students choice a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition		evidence from tasks	evidence from tasks
<b>Management</b>			
The first part of the Social Studies and ELA unit revolve around a novel. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 4 independent task groups)			

Week 6 5th Grade			
ELA	Social Studies	Science	Math
EQ: What tactics does a speaker use to appeal to an audience? *technology connection: Emancipation Proclamation song and video; point out persuasive devices *aesthetic perception, purpose *small group delivery of speech portions	Social Studies Unit: 3 Civil War ELA Connection Task: *Create a Civil War scrapbook p. 5	Classification: Lesson 1: objects are grouped based on characteristics ; data is collected to make a conclusion	Are These All $365 \div 15$ ? Constructing Task Individual/Partner Task Conceptual Understanding of Division Problem Types
EQ: What tactics does a speaker use to appeal to an audience? *technology connection: Emancipation Proclamation song and video; point out persuasive devices *aesthetic perception, purpose *small group delivery of speech portions	*Create 2 Civil War Leader Trading Cards (1 North, 1 South) ELA Connection Task: *Compare/Contrast war on the North & South	Lab Investigation Includes: *completed bar graph *conclusion that is based on the data collection *definition of classification	
Task: Use the Emancipation Proclamation to practice comma usage. *teach commas in a series * reexamine Emancipation Proclamation and point out usage of commas and punctuation *technology connection: sentences *write narrative conversation from Civil War figures perspective	*Build a plot structure focusing on one aspect of the civil war		Start of the Year Celebration Performance Task Individual Task Write expressions which involve multiplication and division of whole numbers
EQ: How do writer's convey their ideas effectively? *KWL on civil rights; technology connection: Jim Crow Laws *compare and contrast aspects of the war* practice note taking *compare and contrast essay			
Acquisition Skills			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
Formative Assessments			
Writing Prompt: What is the Emancipation Proclamation and how did it effect the historical events?		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
Student Portfolio			
Evidence from interactive notebook: begin to let students choice a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition		evidence from tasks	evidence from tasks
Management			
The students begin to research and make connections for a future research project and presentation. You will connect themes and have many opportunities to combine lessons/tasks. Be sure to teach both ELA CCGPS and SS GPS. Establish beginning of the year routines, procedures, and expectations. Begin small group instruction in all subjects (1 small group and 4 independent task groups)			

Week 7 5th Grade			
ELA	Social Studies	Science	Math
EQ: How can people share their ideas with peers?*technology connection: Jim crow laws*form opinion and conduct interview*think-pair-share routines	ELA Connection: EQ: What is the best way to conduct research? *compare two court cases with graphic organizers (W's)	Classification: Lesson 2: Animals are grouped by their characteristics Lab Requirements:	Decimal Designs Constructing Task/ Pairs Creating graphic representations of decimals
EQ: Can primary sources function as reliable sources of information?: model interview*technology connection: create a timeline*partner discussions	ELA Connection: EQ: How does a speaker engage an audience?*technology connection: watch "I Have a Dream" and practice note taking* analyze how speech relates to Jim Crow Laws	*presentation of group classifications *frayer models of vertebrate and invertebrate	Making "Cents" of Decimals Scaffolding Task/Individual/Pairs Using decimals in money MCC5.NBT.3
EQ: How does an author establish a theme? *explore poems and vocabulary *technology connection: how does an author's life influence writing*identify themes and figurative language	ELA Connection: EQ: How does a reader identify theme? Use Little Blue and Little Yellow for prediction, model of commas, connect to Civil Rights topics		In the Paper Practice Task/Pairs Relating quantity to decimal numbers
EQ: What makes a presentation style effective/appropriate?*poem presentation *vocab frayer model*figurative language *discuss theme			High Roller Revisited Scaffolding/Pairs Place value, comparing decimals
EQ: How does an author convey theme? *explore poetry themes and connections *analyze author's purpose and thoughts			
Acquisition Skills			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
Formative Assessments			
Writing Prompt: How does technology aid you in research? Give at least three ways you have incorporated technology in your research.		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
Student Portfolio			
Evidence from interactive notebook: begin to let students choice a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition		evidence from tasks	evidence from tasks
Management			
ELA and Social Studies lesson revolve around research for research project. Continue to make connections. ELA mini lessons are designed to guide research through the social studies curriculum with a variety of internet resources. Continue small group instruction in all subjects (1 small group and 4 independent task groups)			

<b>Week 8 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: What makes themes from fiction relatable to real life? *technology connection: Dr. Seuss political connections*group work with themes * create "sticky" (writing website)	ELA Connection task: EQ: How does one locate information? *technology connection: research/explore Civil Rights figures *introduce conducting research through web quest; *use note taking method of taking notes and organizing information	Classification: Lesson 2: Animals are grouped by their characteristics  *presentation of group classifications  *frayer models of vertebrate and invertebrate Journal Reflection: Why do scientists classify things? What do scientists do when something doesn't fit in the classification system?	Decimal Garden Performance Task Individual Relating fractions to decimal numbers
EQ: How does an author capture a reader's interest? * review narratives elements * compare texts *create a narrative with a civil rights issue as the conflict			Decimal Lineup Practice Task/Pairs Ordering decimals MCC5.NBT.3
EQ: how can opinions be given more validity? *reader's theater technology connection *review opinion writing *write an essay about quotes in reader's theater *publish responses			Reasonable Rounding Constructing Task/Pairs Rounding decimals
EQ: What information is conveyed through primary resources ? *explore and analyze letters from Dear Mrs. Parks *create questions to ask Civil Rights leaders	ELA Connection task: EQ: How are thoughtful discussions conducted? *use information from letters Dear Mrs. Parks *introduce paraphrasing while researching		Batter Up! Performance Task/Individual Using data/rounding
EQ: How does tone, language, and structure effect the meaning of a text? *reflect on Dear Mrs. Parks letters *write a letter to Mrs. Parks *continue explicit instruction for research			
<b>Acquisition Skills</b>			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
<b>Formative Assessments</b>			
Writing Prompt: How does organized note taking help you add to your research project?		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
<b>Student Portfolio</b>			
Evidence from interactive notebook: begin to let students choice a piece weekly to put in their portfolio to represent their progress, research, connections, and vocabulary acquisition		evidence from tasks	evidence from tasks
<b>Management</b>			
ELA and Social Studies lesson revolve around research for research project. Continue to make connections. ELA mini lessons are designed to guide research through the social studies curriculum with a variety of internet resources. Continue small group instruction in all subjects (1 small group and 4 independent task groups)			

Week 9 5th Grade			
ELA	Social Studies	Science	Math
<p>EQ: How is a summary crafted?                      *technology connection: abstract/summarizing                      *Reflection questions found in task                      *use graphic organizer                      *continue research</p>	<p>ELA Connection Tasks:                      EQ: How are presentations structures to elicit audience engagement?*introduce any of the listed forms of media presentation* discuss teacher made presentation rubric requirements</p>	<p>Classification:                      Lesson 3:                      Vertebrates are sorted in groups                       *grouping of imaginary animal and paragraph explaining why the animal is placed in the group</p>	<p>Hit the Target                      Practice Task/Pairs                      Adding decimals MCC5.NBT.3</p>
<p>EQ: How does one separate reliable resources from unreliable?                      *photo story, KWL on Little Rock Nine                      * answer research questions listed in tasks</p>			
<p>EQ: What makes a presentation interesting?                      *continue research                      *conference with rubric                      *opportunity to conference on writing, reading for information, and voice/point of view expression</p>	<p>EQ: How does one separate reliable resources from unreliable?                      *photo story, KWL on Little Rock Nine                      * answer research questions listed in tasks</p>		<p>Ten is the Winner                      Practice Task/Pairs                      Adding decimals</p>
<p>EQ: How can texts be connected to real world events?                      *use article to explore stereotypes, the changes in viewpoints since slavery, and how rights can be protected</p>	<p>EQ: What makes a presentation interesting?                      *continue research                      *conference with rubric</p>		<p>It All Adds Up Constructing                      Task/Individual/Pairs Adding decimals</p>
<p>EQ: How is speech adapted to effectively present a topic?                      *present presentations                      *use rubric to guide grading</p>			
Acquisition Skills			
ability to compare/contrast; infer real world connections; identify point of view		Access prior learning	ability to identify types/differences in operations; write mathematical thinking
Formative Assessments			
Create a timeline of events you have learned from slavery to Civil Rights		summarize prior learning	various skill based tasks to identify number sense needs; use formative assessment questions in each task
Student Portfolio			
Research presentation with rubric score and copy of rubric		evidence from tasks	evidence from tasks
Management			
<p>ELA and Social Studies lesson revolve around research for research project. Continue to make connections. ELA mini lessons are designed to guide research through the social studies curriculum with a variety of internet resources. Continue small group instruction in all subjects (1 small group and 4 independent task groups)</p>			

Week 10 5th Grade			
ELA	Social Studies	Science	Math
EQ: How does developing work time independence help me learn?*distribute new reading materials for unit*review interactive journal*review work session time*listen to audio clip-Rosa Parks (web link pg. 3)	<p><i>Use the lesson in Social Studies this quarter to link the political and social beliefs and attitudes between you read aloud focus with civil rights to the historical events that lead up to the need for the Civil Rights movement. These lesson can be your writing focus.</i></p> <p>Social Studies Unit 4: Framework Task (p. 3): Amendments: Students write a letter to President Lincoln describing the importance of the amendments; using a checklist Framework Task (p. 6): Creating an amendment graphic organizer. Students create a comic strip showing how an amendment will be processed.</p>	<p>Classification: Lesson 4: Compare and contrast different animal groups; understanding of vocabulary; Magic Square Vocabulary Task; compare and contrast graphic organizer</p>	Rolling Around with Decimals Practice Task/Pairs Subtracting decimals
EQ: How does understanding the vocabulary help me comprehend non-fiction text?*listen to Rosa Parks audio clip again*introduce reading materials * highlight vocabulary in read aloud and model recording the word and what you think the word is and what it is*students will do the same in their journals with their guided reading books			The Right Cut Achieve CCSS-CTE Classroom Tasks Adding, subtracting and comparing decimals MCC5.NBT.7
EQ: How can I identify the important facts of a non-fiction text? *read aloud of chapter book *dot and search method for main idea and supporting details (pg. 5)			Check This Culminating Task Problem Solving and Operations with Money MCC5.NBT.3 MCC5.NBT.4 MCC5.NBT.7
EQ: How does understanding word meaning before reading help me to comprehend? *scavenger hunt with assigned chapter books (vocabulary) *read aloud and guided reading with vocab strategies *record words			
EQ: How does making a prediction keep me focused when reading? *create prediction chart (example pg.6) *allow students to make predictions and confirmations with read aloud or guided reading choices			
Acquisition Skills			
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	ability to identify types/differences in operations; write mathematical thinking
Formative Assessments			
Writing Prompt: How does knowing vocabulary help me understand my story better?	Writing Prompt: What is an amendment and why is it important?	Writing Prompt: Why do scientists classify things?	Writing Prompt: How are decimal numbers placed on a number line? How can we use estimation to help us check the reasonableness of sums and differences of decimal numbers?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 11 5th Grade			
ELA	Social Studies	Science	Math
EQ: How do I use quotes to engage the reader? *read chapters aloud in chosen read aloud *use organizer to summarize (example pg.8) *relate chapter heading to main idea and supporting details to help summarize	<p><i>Use the lesson in Social Studies this quarter to link the political and social beliefs and attitudes between you read aloud focus with civil rights to the historical events that lead up to the need for the Civil Rights movement. These lesson can be your writing focus.</i></p> <p>Social Studies Unit 4: Framework Task (p. 6): Letter to the Editor; Review amendments 15, 19, 23, 24, and 26. Students write a letter to the editor explaining why students should be able to vote. Framework Task (p. 6): Amendment Flip chart; students create a flip book with their interpretations of the amendments.</p>	<p>Classification: Lesson 5: Plants are living things; determine definition of plant</p>	Power-ful Exponents Practice Whole group, small group or individual Whole number exponents
EQ: How do I only select the most important information for my summary?*summarize read aloud or guided reading information *they must delete, substitute, and keep some information using "rule-based strategy" (explanation pg. 8)			What Comes Next? Constructing Whole group, small group Multiplying or dividing by powers of ten
EQ: How do I engage the reader? *students write essay on prompt pg.3 using "showing" vs. "telling" strategy (directions pg. 9			Patterns-R-Us Scaffolding Constructing/Small group Multiplying or dividing by powers of ten
EQ: How does predicting the outcome help me to comprehend the text? *use read aloud or guided readers *read preselected text passages from texts to have students find true and false statements with text support (this will work best with a historical fiction)			
EQ: How does talking ideas out with a partner help me to solidify my understanding? *using read aloud or guided readers, students will talk with a partner about the main idea of each chapter and supporting details that support their opinion with text examples (look for them to link main idea to chapter headings)			
Acquisition Skills			
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	understand that like whole numbers, the location of a digit in decimal numbers determines the value of the digit
Formative Assessments			
Writing Prompt: How does summarizing each chapter help me understand the main idea?	Writing Prompt: Do the amendments help all citizens?	Writing Prompt: How do scientists group organisms?	Writing Prompt: How can we use models to demonstrate decimal values? How do we add decimal numbers?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 12 5th Grade			
ELA	Social Studies	Science	Math
EQ: How does knowing the vocabulary help me to explain a topic? *using read aloud or guided readers have students use a concept graphic organizer * write about the connections between words and phrases	Use the lesson in Social Studies this quarter to link the political and social beliefs and attitudes between you read aloud focus with civil rights to the historical events that lead up to the need for the Civil Rights movement. These lesson can be your writing focus.	Classification: Lesson 6: Plants are sorted in groups based upon classification; classification of leaves, stems, height	Base Ten Activity Scaffolding-Constructing Small group or pair Modeling the multiplication of decimals
EQ: How does knowing the vocabulary help me explain the topic? *using read aloud or guided readers and concept circle graphic organizer (example pg. 11) *put vocab in three sections and students add 4th word and write about how all four words are connected			Missing Numbers Constructing Small group or individual Multiplying decimals
EQ: How does asking questions help me understand the big idea? *using index cards and read aloud or guided readers have students summarize the big idea on one side and place a question of one thing they didn't understand on the other	Framework Task (p. 4): Freedmen's Bureau; use graphic organizer to help students write job descriptions for the Freedmen's Bureau Framework Task (p. 4): John Brown's Raid on Harpers Ferry; Create a chart of the key points of Harpers Ferry; Mock Trial; students create character descriptions for trial participants.		Multiplication Teasers Constructing Small group or individual Multiplying decimals
EQ: How does activating my background knowledge help me to make sense of non-fiction text? *view video titled Red Tails *begin reading new read aloud or guided readers *students will complete 3-column chart (what text says, background knowledge, my inference) *use teacher made quotes for text says side to guide inferences			
EQ: How does organizing my thoughts help me to explain what I read? *compare read alouds and/or guided readers with three Venn Diagrams (events, individuals, historical concepts)*write a three part informational essay to match Venn Diagram			
Acquisition Skills			
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	understand that like whole numbers, the location of a digit in decimal numbers determines the value of the digit
Formative Assessments			
Writing Prompt: How does comparing texts about the same time period help me make historical connections?	Writing Prompt: What is the Freedman's Bureau and why was it important?	Writing Prompt: How have classification systems changed?	Writing Prompt: How can we use models to demonstrate multiplication and division of decimals? What happens when we multiply decimals by powers of 10?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 13 5th Grade**

<b>Week 13 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p><i>The following lessons are designed for the students to build reader's theater productions around read alouds and guided reader's. You can use any historical fictions and videos to support these lessons. You can use your writing/social studies lessons as well. The objective is for students to reach a connection between video and text.</i></p>	<p><i>Use the lesson in Social Studies this quarter to link the political and social beliefs and attitudes between you read aloud focus with civil rights to the historical events that lead up to the need for the Civil Rights movement. These lesson can be your writing focus.</i></p>	<p>Genetics: Lesson 1: Recognize and define traits. Create Trait chart, answers to analytic questions about data, determining 3 new traits to compare</p>	<p>How Much Money? Constructing/Individual or pair Dividing decimals</p>
<p>EQ: How can comparing two things help me differentiate? *watch video clip of Red Tails again *web links pg. 14 *compare text to clip (if not reading suggested text find an excerpt about the Tuskegee airmen for students to use) *evaluate clip for fiction and non-fiction elements</p>	<p>Framework Task (p. 7): compare and contrast chart (slavery vs. sharecropping; Framework Task (p. 7): compare and contrast chart (yeoman farming/sharecropping/tenant farming) Performance Task: Reporter/Newspaper Article</p>		<p>Place the Point Constructing/Small group or individual Dividing decimals</p>
<p>EQ: How can portraying an event help me to respond to the text? *watch clip (web link pg 15) *have students act out an event they identify in their graphic organizer* include major characters and sequence of events * they will create a setting and script based on the clip (this could be independent group task or homework)</p>			<p>Super Slugger Award Practice/Individual or pair Dividing decimals</p>
<p>EQ: How can portraying an event help me respond to the text? *create dramatic presentation of Abraham Lincoln's life *develop characters, plot, setting</p>			
<p>EQ: How can portraying an event help me respond to the text? *use writing process to write about at least three of the challenges Abraham Lincoln and The Tuskegee Airmen faced *use all resources from the past several weeks *if students do not have enough text references provide some</p>			
<b>Acquisition Skills</b>			
<p>identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text</p>	<p>link prior knowledge, write in various genres using research and opinions, use the writing process</p>	<p>use of vocabulary to summarize, form opinions with experiments, technical writing</p>	<p>understand that the placement of the decimal is determined by multiplying or dividing a number by 10 or a multiple of 10.</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: Why is it important for me to link video and text to further my understanding of historical events?</p>	<p>Writing Prompt: How was sharecropping different from slavery?</p>	<p>Writing Prompt: How are inherited traits different from learned behaviors?</p>	<p>Writing Prompt: How can we use exponents to represent the value of larger numbers? How can we describe the relationship between the number of zeroes and the exponent for base ten?</p>
<b>Student Portfolio</b>			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 14 5th Grade			
ELA	Social Studies	Science	Math
EQ: How does figurative language impact the reader? *prepare examples of figurative language terms, definitions, and examples *select poetry for students to find figurative language, visualize, define, read for fluency	<i>At this point in social studies you are looking at the movement and migration happening in the United States after the Civil War and its impact. You can pull figurative language with these activities as well or just focus on the bridge in the historical timeline from Civil War to Civil Rights. Incorporate your research and writing into social studies for easier acquisition and connection of material.</i>	Genetics: Lesson 2: Heredity; Junior's Family Tree Activity	Number Puzzles Practice Individual or pair Multiplying & dividing decimals
EQ: How does figurative language impact my writing? *use figurative language vocabulary and examples, students will create and play a "I Have...Who Has?" game on index cards			What's My Rule? Practice Whole group or small group Multiplying & dividing decimals
EQ: How can I understand the meaning of words through relationships? *create a 3x3 vocab chart *place words familiar to students in chart *students will illustrate the connection between words in the columns (example pg. 18)			
EQ: How does figurative language influence the reader? *listen to clips of speeches from Dr. Martin Luther King Jr. *students identify 5 strong words*in groups pick three words to share and explain *identify figurative language (3 examples) in speech and the importance			Unit 5: Framework Task (p. 3): Cattle Trail: Student research important items and create a "saddlebag" of items, pictures and descriptions.
EQ: How does knowing the vocabulary help me to comprehend the text? *record key vocabulary ahead of time from Dr. King's speech *students will define and illustrate vocabulary *students will pick one word to make an acrostic poem (example pg. 20)			Framework Task (pg. 4): Economics of the Cattle Trail
Acquisition Skills			
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	understand that multiplication and division are inverse operations of each other
Formative Assessments			
Writing Prompt: What is figurative language and how does it gain the interest of a reader?	Writing Prompt: How did the movement or migration of people and ideas during the turn of the century affect the societies?	Writing Prompt: What do genes do?	Writing Prompt: How do the rules of multiplying whole numbers relate to multiplying decimals? How are multiplication and division related?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

Week 15 5th Grade				
ELA	Social Studies	Science	Math	
EQ: How can taking good notes make me a better writer? *listen to clips of Dr. King's speeches *use dot and search method (directions pg. 5) *infer from title *write essay about the impact of these speeches	<i>At this point in social studies you are looking at the movement and migration happening in the United States after the Civil War and its impact. You can pull figurative language with these activities as well or just focus on the bridge in the historical timeline from Civil War to Civil Rights. Incorporate your research and writing into social studies for easier acquisition and connection of material.</i>	Genetics: Lesson 3: Learned behavior vs. Heredity	Do You See an Error? Practice Individual or pair Multiplying & dividing decimals	
EQ: How does reading fluently help me to understand the text? *using one of Dr. King's speeches, students partner read to increase fluency			Road Trip Practice Individual or pair Multiplying & dividing decimals	
EQ: How does adding figurative language impact a speech? *make a list of things you would like to change in the community *prepare a speech using language, tone, and rhythm including analogies and figurative language (can be a homework activity to present later)			Unit 5: Framework Task (p. 4): Supply and Demand; persuasive letters to Texas ranchers.	
EQ: What can I learn about myself and the world by studying historical figures? *write a biography on Dr. King's life using non-fiction resources (can also be a homework assignment to present later wk. 17-18)			Unit 5: Framework Task (p. 4): flipbook of inventors highlighted during this time period; allow group work and share research to create flipbook	
EQ: How will the clues in a text lead me to the author's purpose? *prior to reading another Dr. King speech prepare cut-apart words and their meanings for the students to match up as you read aloud the speech*students will determine the main idea using text evidence				
Acquisition Skills				
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	understand that multiplication and division are inverse operations of each other	
Formative Assessments				
Writing Prompt: How can I understand the main idea of text using vocabulary found in the text?	Writing Prompt: How did the movement of the western cattle industry affect society in the years following the Civil War?	Writing Prompt: How are traits passed from parent to offspring?	Writing Prompt: How are factors and multiples related to multiplication and division? What happens when we multiply a decimal by a decimal?	
Student Portfolio				
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence	
Management: Work Session (All Subject Areas)				
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation		

**Week 16 5th Grade**

<b>Week 16 5th Grade</b>				
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>	
EQ: How do I retell what I have read in writing? *using suggested read aloud or guided readers *write a summary using a graphic organizer *summary items pg. 24	<p><i>At this point in social studies you are looking at the movement and migration happening in the United States after the Civil War and its impact. You can pull figurative language with these activities as well or just focus on the bridge in the historical timeline from Civil War to Civil Rights. Incorporate your research and writing into social studies for easier acquisition and connection of material.</i></p> <p>Unit 5: Framework Task (p.5) population map changes before and after Civil War</p> <p>Unit 5: Framework Task (p.6) locate historical places listed in task on map of US and glue in interactive notebook</p>	Electricity and Magnetism: Lesson 1: Static Electricity; hands on inquiry; science journals	Teacher for a Day Performance Individual Multiplying & dividing decimals	
EQ: What do I know about the topic that can help me predict the outcome? *this lesson is designed to reinforce good reader strategies already in place * lesson says a week to review but strategies should be a daily presence in reading *using suggested read aloud or guided readers predict (questions pg. 24) ***same EQ using suggested read aloud for guided readers make connections (questions pg. 25) ***New EQ: How do I make inferences using words from the text and my background knowledge? -use same read alouds or guided readers practice inferencing (questions and response leads pg. 26); continue with same EQ: infer with read alouds or guided readers (questions and response leads pg. 27)			Bargain Shopping Performance Individual Multiplying & dividing decimals	
***New EQ: How does using my five senses help me create an image? *using same read aloud or guided readers continue with reading strategies-focus visualizing (examples pg. 27; question and response prompts pg. 27) ***New EQ: How does asking questions keep me interested in what I'm reading? *using same read aloud and guided readers, practice asking questions for understanding (examples pg. 29)				
***New EQ: How do I put what the author says, together with my own knowledge, to up with a conclusion? *using same read aloud or guided readers, practice drawing conclusions and summarizing				
<b>Acquisition Skills</b>				
identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text	link prior knowledge, write in various genres using research and opinions, use the writing process	use of vocabulary to summarize, form opinions with experiments, technical writing	understand that rules for multiplication and division of whole numbers also apply to decimals	
<b>Formative Assessments</b>				
Writing Prompt: What reading strategies do you use to help you read, respond, and understand a book? (suggestion: form small groups according to student answers and use guided reading time to reinforce strategies students seem to need more practice with)	Writing Prompt: How did the movement of cattle affect the price? Why did people immigrate to the United States?	Writing Prompt: What are learned behaviors that not controlled or inherited through hereditary information?	Writing Prompt: How can we efficiently solve multiplication and division problems with decimals? How can we multiply and divide decimals fluently?	
<b>Student Portfolio</b>				
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence	
<b>Management: Work Session (All Subject Areas)</b>				
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation		

**Week 17 5th Grade**

<b>Week 17 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
<p>EQ: How do I compare and contrast two types of literary work?</p> <p>*video connection to movie <u>Holes</u> or other read aloud</p> <p>*compare family members to self</p> <p>*use Venn Diagram to compare movie and book (If not using suggested text <u>Holes</u>; read and link other read alouds used)</p> <p>*write short essay to share Venn Diagram information</p>	<p><i>At this point in social studies you are looking at the movement and migration happening in the United States after the Civil War and its impact. You can pull figurative language with these activities as well or just focus on the bridge in the historical timeline from Civil War to Civil Rights. Incorporate your research and writing into social studies for easier acquisition and connection of material.</i></p> <p>Unit 5: Framework Task (p.6 5): "Physical Features of the United States." hot dog book; jigsaw research</p> <p>Unit 5: Framework Task (p. 5): Historical Fiction and it's importance ; United Streaming Video; Venn diagram</p>	<p>Electricity and Magnetism: Lesson 2: Electricity and Magnetism; Venn diagram/hands on inquiry/science journal</p>	<p>Field Trip Culminating/Individual Multiplying &amp;dividing decimals</p> <p>MCC5.NBT.2</p> <p>MCC5.NBT.7</p>
<p>EQ: How do I identify the main idea of text?</p> <p>*use read aloud or guided readers for students to identify the main idea of each chapter and writing a summary</p> <p>*the summary length should match the paragraphs (one paragraph for each chapter)</p> <p>*suggested small group focus time for writing about reading</p>			
<p>EQ: How do I begin the writing process?</p> <p>*review writing process</p> <p>*writing prompt: write a story about a time you encountered being wrongly accused</p> <p>*use graphic organizer, 5 senses to build details</p>			
<b>Acquisition Skills</b>			
<p>identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text</p>	<p>link prior knowledge, write in various genres using research and opinions, use the writing process</p>	<p>use of vocabulary to summarize, form opinions with experiments, technical writing</p>	<p>understand that rules for multiplication and division of whole numbers also apply to decimals</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: How does writing about what I read show what I know?</p>	<p>Writing Prompt: How did location affect the society's economy, culture, and development at the turn of the century?</p>	<p>Writing Prompt: Why do things cling?</p>	<p>Writing Prompt: What strategies are effective for finding a missing factor or divisor? How can we check for errors in multiplication or division of decimals?</p>
<b>Student Portfolio</b>			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

Week 18 5th Grade			
ELA	Social Studies	Science	Math
<p>EQ: How do I begin writing my essay?</p> <p>*use graphic organizer from last week's lesson to write a rough draft</p> <p>*skip lines for easier revision</p> <p>*suggestion: small group writing support</p>	<p><i>At this point in social studies you are looking at the movement and migration happening in the United States after the Civil War and its impact. You can pull figurative language with these activities as well or just focus on the bridge in the historical timeline from Civil War to Civil Rights. Incorporate your research and writing into social studies for easier acquisition and connection of material.</i></p>	<p>Electricity and Magnetism: Lesson 3: Electricity and Magnetism; Electromagnets and bar magnets; electromagnet construction/science journal</p>	<p>Complete any unfinished tasks Administer FALS Reteach if needed</p>
<p>EQ: How do I make my writing stronger?</p> <p>*T-chart with weak on one side and strong on the other</p> <p>*list weak and strong verbs</p> <p>*peer share rough drafts and replace weak verbs with strong verbs</p> <p>*complete revisions</p> <p>*suggestion: conference with individuals about revision</p>			
<p>EQ: How do errors affect the reading of my essay?</p> <p>*edit with checklist and proofreading marks (prepare ahead of time with standard focus from this nine weeks)</p> <p>*suggested places to find proofreading charts on pg. 33 (web link in framework)</p> <p>*publish final drafts (link to technology)</p>			
<b>Acquisition Skills</b>			
<p>identify and locate unknown words; use context clues and dictionary to gain meaning; organize information; access prior knowledge; make predictions; infer, summarize, evaluate text</p>	<p>link prior knowledge, write in various genres using research and opinions, use the writing process</p>	<p>use of vocabulary to summarize, form opinions with experiments, technical writing</p>	<p>understand that rules for multiplication and division of whole numbers also apply to decimals</p>
<b>Formative Assessments</b>			
<p>Writing Prompt: How can I use editing to make my writing better? How do I use checklists and rubrics with my writing to help me improve my writing?</p>	<p>Writing Prompt: Why are the locations of the Grand Canyon, Mojave Desert, and the Great Salt Lake important to history?</p>	<p>Writing Prompt: Why do magnets repel and attract?</p>	<p>Writing Prompt: What happens when we multiply a decimal by a decimal? What happens when we divide a decimal by a decimal?</p>
<b>Student Portfolio</b>			
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

## Week 19 5th Grade

ELA	Social Studies	Science	Math
<p>EQ: How can making predictions help us understand a text? *choose a mentor text read aloud (chapter book; fairy tale with a twist) * prepare a summary of the book prior to lesson *students will predict from title and cover and confirm with summary *if you use the suggested text there is a media link for the book study/summary</p>	<p>Unit 5: Framework Task: map skills (pg 6): On a large map of the United States, ask students to locate important historical locations including the Chisholm Trail; Pittsburgh (Steel City), Pennsylvania; and Kitty Hawk, North Carolina as they are discussed in class. Keep the map on display throughout the year. Additional sites will be added to the map later in the year (including Pearl Harbor, Hawaii and Montgomery, Alabama); political map of the United States can be found at /www.eduplacecom/ss/maps/pdf</p> <p>Unit 5: Framework Task: Analysis of Population Map (p. 6) Each student should create a hot dog book using a large sheet (12" x 18" or larger) of white construction paper (instructions found on <a href="http://www.makingbooks.com/hotdog.shtml">http://www.makingbooks.com/hotdog.shtml</a>). The cover should be labeled "Physical Features of the United States." Provide students with small maps of the United States to glue on the left page of each spread; students will research the Grand Canyon, the Salton Sea, the Great Salt Lake, or the Mojave Desert.</p>	<p>Electricity and Magnetism: Lesson 4: Electric Circuit (p. 4); Design a simple electric circuit</p>	<p>Arrays, Number Puzzles, and Factor Trees Formative Assessment Lesson Individual/Small Group Understand differences between factors, multiples, prime &amp; composite MCC.4.OA.4</p>
<p>EQ: Why is it important to take notes as we read? *Provide explicit instruction on how students should take and organize their notes on the reading (a double-entry journal, reading diary, outline, etc.) * students will practice note taking while you read aloud chapter one of your chosen read aloud *students (in groups/partners) read a book on their level to practice note-taking *if using suggested text students will practice with chapter 2, if on reading level</p>			<p>Equal to One Whole, More or Less Scaffolding Task Small Group/Partner Task Determining whether a fraction is Greater, Less, or Equal to 1</p>
<p>EQ: How can understanding synonyms, antonyms, and homophones help in decoding unknown words? *review note taking *Share the poem "English is a Pain" by Shirlee Curlee Bingham (this poem plays with homophones) *guide students in brainstorming thematic connections between this poem and the text *Guide students in identifying the tone and mood of the poem *Provide explicit instruction on homophone, homonym, synonym, and antonym Using index cards with examples of these kinds of words written on them, have students in teams race to sort the cards into the proper categories</p>			<p>Sharing Candy Bars Constructing Task Small Group/Partner Task Fractions as Division</p>
<p>EQ: How do authors use words in unusual or non-literal ways and why?*read aloud chapter 3 *In pairs, have the students each take a segment of text and create a list of every word or phrase they can find that has more than one meaning or that seems to be a word "joke," providing several clear examples and scaffolding understanding as necessary Guide students in a discussion about the puns, figurative language, and other "word jokes" they find in the text,</p>			<p>Sharing Candy Bars Differently Constructing Task Small Group/Partner Task Fractions as Division</p>

### Acquisition Skills

<p>access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words</p>	<p>access and use prior learning; understand historical timelines and events; cause and effect</p>	<p>conduct and record findings using scientific method; analyze lab findings to write technical papers</p>	<p>find equivalent fractions, Simplify fractions, Use concrete, pictorial, and computational models to find common denominators, Use fractions (proper and improper), Estimate products and quotients</p>
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### Formative Assessments

<p>What is a Fairy Tale? Describe your favorite Fairy Tale.</p>	<p>Why are map skills important?</p>	<p>What is a circuit?</p>	<p>How are equivalent fractions helpful when solving problems? How can a fraction be greater than 1?</p>
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### Student Portfolio

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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### Management: Work Session (All Subject Areas)

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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## Week 20 5th Grade

ELA	Social Studies	Science	Math
EQ: How do words and phrases in a text create tone or help to identify theme? *review puns, symbols, figurative language, and the poem *summarize and review chapters read aloud so far, read aloud next section *students create a "Found Poem" <a href="http://www.youtube.com/watch?v=m5MgcQI2RpE">http://www.youtube.com/watch?v=m5MgcQI2RpE</a> *read aloud a couple more chapters in lit circles at student levels	Unit 5 Performance Task (p. 7-8); Rubric (p. 9); Create a Brochure *Students should be placed in groups of four to create the brochure. Students will benefit from having examples of travel brochures in the classroom. *You are a group of inventors, and you have just created a time machine. Your group has just opened a travel company to take people back in time. One of your featured destinations will be the turn of the century. In order to persuade people to take a trip with your company, you will create a brochure advertising this time in history.	Electricity and Magnetism: Conductors and Insulators (p. 5); *Identify what makes a good conductor and what makes a good insulator	Hiking Trail Constructing Task Individual/Partner Task Fractions of whole numbers, introducing operations with fractions
EQ: What is it like to be an author and how do authors work with illustrators *Provide students with an "Idea Hunt" activity to complete during viewing; this will be like a scavenger hunt, but will ask the students to make inferences and reach conclusions about the facts instead of simply identifying them *review summarizing *read aloud more chapters *if using suggested text, technology link on page 6			The Wishing Club Constructing Task Partner/Small Group Task Fraction Addition MCC5.NF.1 MCC5.NF.2
EQ: What kinds of words does this author use and why? *read aloud more chapters *students share the vocabulary lists they have created in their independent reading *combine vocabulary onto class list *Identify which words were most often chosen and engage students in a discussion about why they chose certain words (are they funny? Unusual? Long? Short? Known? Unknown?) *Conduct a series of activities with these words; for example, identify the parts of speech, number of syllables, definitions, and use in sentences			Fraction Addition and Subtraction Constructing Task Individual/Partner Task Fraction Addition and Subtraction
EQ: How will I be assessed on my learning in this unit? *read aloud more chapters *present prompt on pg. 3 *if using a different book replace specifics of prompt with specifics that match your read aloud *review standards, grammar, and goals of unit *share teacher made rubric with students for writing prompt			Flip it Over Practice Task Partner/Small Group Task Building Fluency with Addition of Fractions

### Acquisition Skills

access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	find equivalent fractions, Simplify fractions, Use concrete, pictorial, and computational models to find common denominators, Use fractions (proper and improper), Estimate products and quotients
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### Formative Assessments

What is figurative language? Write an example.	What is a brochure? How does a brochure help you?	What is a conductor?	How can a model help us make sense of a problem? How can comparing factor size to 1 help us predict what will happen to the product?
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### Student Portfolio

Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
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### Management: Work Session (All Subject Areas)

<b>Teacher:</b> Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI	<b>Student:</b> Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation
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## Week 21 5th Grade

ELA	Social Studies	Science	Math
EQ: How are visual texts different from written texts and why? *if you chose a book that has a film, watch half the film and compare to first half of the book; if your book doesn't have a film, summarize first half of book and predict last part	Unit 6 Framework Task: WWI (p. 4); Student debate the sides of WWI  Framework Task: Person of the Year (p. 5 ); Letter writing graphic organizer	Electricity and Magnetism: GRASPS (p. 5) You are a pioneer in the late 1800s and live in a log cabin on the plains. Electricity has now become available to the region. You have read newspaper articles about an inventor named Edison and his new appliances for the home. You will work in small groups to discuss the pros and cons of this technology, and figure out how to safely modify your log cabin to incorporate electricity.	Up and Down the Number Line Practice Task Small Group/Partner Task Building Fluency with Addition and Subtraction of Fractions
EQ: How does the author use words to affect his readers? *use the prompt covered and reviewed last week to assess learning so far *students will use entire writing process to answer prompt *grade with teacher made rubric students worked with in last week's lesson			Create Three Practice Task Small Group/Partner Task Building Fluency with Addition of Fractions
EQ: How can I improve my writing on the next assessment? How can predictions help me understand a text? *choose another fiction based read aloud novel-possible novel connection to WWII (Number the Stars, etc.) *predict from cover and title * if using suggested text you will only use excerpts from book and film			Comparing MP3s Constructing Task Partner Task Multiplication of Fractions as an area model MCC5.NF.1-6
EQ: Why are descriptive words important in characterization? *read aloud chapter 1; review note taking; have students look for descriptive phrases for characters and settings *if using suggested text read suggested excerpts in framework lesson on pg. 10			
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	find equivalent fractions, Simplify fractions, Use concrete, pictorial, and computational models to find common denominators, Use fractions (proper and improper), Estimate products and quotients
<b>Formative Assessments</b>			
How can fictional stories relate to facts in our world?	Did the United States want to join WWI at the beginning of the war?	Name everything you use electricity for daily.	How can decomposing fractions or mixed numbers help us model fraction multiplication?  How can decomposing fractions or mixed numbers help us multiply fractions?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 22 5th Grade**

<b>Week 22 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How are correlative conjunctions used and how can they aid in constructing comparisons? *read aloud next chapter(s) and summarize *introduce excerpts from both read alouds used in this unit *compare authors' writing styles *Provide explicit instruction on correlative conjunctions, and guide students in attempting to make statements comparing the two texts using those conjunctions	Unit 6: Framework Task: Impact of the Great Depression on families and children (p. 5); Students write a transcript	Electricity and Magnetism: GRASPS (p. 5) You are a pioneer in the late 1800s and live in a log cabin on the plains. Electricity has now become available to the region. You have read newspaper articles about an inventor named Edison and his new appliances for the home. You will work in small groups to discuss the pros and cons of this technology, and figure out how to safely modify your log cabin to incorporate electricity.	Measuring for a Pillow Performance Task Individual/Partner Task Using an area model to multiply and compare products based on factors
EQ: How are characters from these stories alike and different? *read aloud next chapter(s) *view film parts read aloud if available *students will continually take notes during read aloud and during film *provide graphic organizer to note take specific elements (characters, plot, setting, etc.)	Framework Task: Dust Bowl (p. 6): Students write from the point of view of an object found in the Dust Bowl.		Reasoning with Fractions Constructing Task Individual/Partner Task Determine the effect on a product, of multiplying a number by a factor greater than 1 and less than 1.
EQ: How are books of the same genre alike and different? *read aloud chapter(s) *compare and contrast characters *students can use notes to help them write a comparative summary or letter to the author			Where are the cookies? Formative Assessment Lesson Individual/Small Group Conceptualizing fractional parts of different wholes MCC5.NF.3, 4, 6, 7
EQ: How are titles punctuated? *read aloud chapter(s) *summarize and note take *have students come up with rules for creating a title *explicitly review the punctuation and capitalization rules for titles			
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	
<b>Formative Assessments</b>			
How does comparing story elements help you make text to self connections?	What was The Great Depression?	Who is Thomas Edison?	How can fractions be used to describe fair shares? How can fractions with different denominators be added together? How can looking at patterns help us find equivalent fractions?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

<b>Week 23 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: What are the elements of a good story? *students will work in small groups to share essays on favorite narratives they have read (essays should include a sequenced story plot review *they will read and vote on their favorite stories *top class stories will individually illustrated the details in the essay	Unit 6: Framework Task: Compare Hoover/Roosevelt and their policies on the Great Depression (p. 6): Venn Diagram	Chemical and Physical Changes: Lesson 1 & 2: Investigate physical/chemical changes; Task 1 (p. 7): What's Happening? *Science journal (Create journal (p. 28-35)	Dividing with Unit Fractions Constructing Task Partner Task Investigate dividing whole numbers by unit fractions and unit fractions by whole numbers
EQ: What do I need to know to succeed on this assessment? *present the assessment prompt on pg. 9 *insert the character information and story elements for the novel you chose in the prompt *review standards focused on in this part of the unit *discuss grammar and convention standards *present teacher made rubric for writing prompt and let students review for understanding of expectations			Adjusting a Recipe Performance Task Multiply, divide, add, and subtract unit fractions
EQ: How is visual text different from written text and why? *compare and contrast film version of your novel if available	Framework Task: New Deal (p. 6): Create a class map of the work projects and include captions.		
EQ: How were the characters in these stories similar and different? *using writing process the students will answer the assessment prompt *grade with teacher made rubric			
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	find equivalent fractions, Simplify fractions, Use concrete, pictorial, and computational models to find common denominators, Use fractions (proper and improper), Estimate products and quotients
<b>Formative Assessments</b>			
Write a detailed essay on your favorite narrative. Include sequenced plot events and character details.	What is the New Deal?	What is a physical change?	How can making equivalent fractions and using models help us solve problems? How can modeling an area help us with multiplying fractions?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 24 5th Grade**

<b>Week 24 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How did I perform on the last assessment and what is coming up next? *collect several novels matching guided reading levels of groups *have students research new books and predict *review last writing assessment and let students set writing goals	Unit 6: Framework Task: Technological Advances (p. 7); Create chart with advancement and explanation (Reading skill: Cause and Effect)	Chemical and Physical Changes: Lesson 1, 2 & 3: Investigate physical/chemical changes; Compare and contrast chemical and physical changes (p. 5); Task 1 (p. 7): What's Happening? *Science journal (Create journal (p. 28-35)	Shoo-Fly Practice Small group or pairs Plotting points on a coordinate grid
EQ: How do a character's problems help drive the action in a story? *brainstorm how the characters' personalities (characterization and character traits) impacted the progression of the plot in the two novels recently considered *technology task link with vocab word tenses *see example on pg. 17	Performance Task: Radio Broadcast (p. 8-10); Rubric (p. 10)		Air Traffic Controller Practice Small group Plotting points on a coordinate grid
			Beads under the Clouds <b>FAL Generating numerical patterns</b> MCC5.G.1, MCC5.G.2, MCC5.OA.3
			Tell Me a Story Performance Individual Plotting points on a coordinate grid
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	Transfer data from charts to graphs, Interpret data from graphs, Classify 2D shapes, Extend numerical patterns
<b>Formative Assessments</b>			
How can you use adjectives and figurative language to create a visual of a character?	Create a cause and effect t-chart for technology that changes your life.	Describe what happens in a physical change.	How does the coordinate system work? How can the coordinate system help you better understand other map systems? How do coordinate grids help you organize information?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

<b>Week 25 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: Where do letters and words come from and how are they constructed? *choose two tasks that require the students to choose a direction to research persuasive narrative or informational narrative that match the book they are reading as a group *if using suggested texts, tasks on pg. 18	Unit 7: Framework Task: Biographies (p. 3); Ongoing through week 27 Framework Task: Photo essay questions (p. 4)	Chemical and Physical Properties: Lesson 4: Water Changes States (p. 5); Task 2: Matter and Its Properties (p. 8) *United Streaming Video *Pretest (see framework for directions) *Journal writing entry	Earth Day Project Scaffolding/Individual, small group, or partner Generating numerical patterns from two given rules and graphing using a coordinate grid
EQ: How are a real person’s characteristics like those of a protagonist in a book? *Review the principles of narrative writing with an emphasis on characterization; this piece will require them to describe themselves; the grammatical focus of this piece will be combining sentences for fluency and appropriate complexity *using characterization of characters in their novels, students will write a personal narrative related to their life *if using suggested text prompt on pg. 18	Framework Task: Photo essay questions (p. 4)		First to Arrive Constructing Task/Individual Generating numerical patterns from two given rules and graphing using a coordinate grid
			What’s the Better Buy? Performance Task/Individual Generating numerical patterns from two given rules and graphing using a coordinate grid
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	Transfer data from charts to graphs, Interpret data from graphs, Classify 2D shapes, Extend numerical patterns
<b>Formative Assessments</b>			
What is a personal narrative? How is a personal narrative different from an informational narrative?	Summarize your learning so far in this unit.	Give five examples of each type of matter and illustrate.	How can we represent numerical patterns on a coordinate grid? What relationships can be determined by analyzing two sets of given rules? How can a line graph help us determine relationships between two numerical patterns?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

<b>Week 26 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: What are some ways in which numbers are different from language? (change EQ if necessary to match novels you are reading) * find and record three facts found in books and make up three facts from book *students will sort into real and make believe as groups will all members' cards	Unit 7: Continue biography task	Chemical and Physical Changes: GRASPS (p. 6)	Polygon Capture Scaffolding Task Partner Task Classify polygons by properties
	Framework Task: Multiple choice questions/ constructed response (p.4) resource (p.10)		My Many Triangles Constructing Task Partner/Small Group Task Classify triangles by sides and angles
EQ: (will vary according to task) *present information found in novels in a PowerPoint	Performance Task: Cold War (p. 4-5); Rubric (p. 6)		Tangling with Triangles Practice Task Small Group/Individual Task Create and explain the attributes of each type of triangle
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	Transfer data from charts to graphs, Interpret data from graphs, Classify 2D shapes, Extend numerical patterns
<b>Formative Assessments</b>			
Why is it important to recognize the difference between real and fantasy?	What is the Cold War and why was it named that?	Describe a Physical change and illustrate.	How can plane figures be categorized and classified? What is a quadrilateral? How can you classify different types of quadrilaterals?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

<b>Week 27 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: What do I need to know to succeed on this assessment? *create a prompt that matches the novel the students are reading (if using suggested text use prompt in framework) *review focus standards and rubric *have students discuss their understanding of expactations	Unit 7: Complete biography task	Chemical and Physical Changes: GRASPS (p. 6)	Triangle Hierarchy Diagram Performance Task Individual Task Constructing a triangle hierarchy diagram
EQ: How can I express what I have learned from these texts in an effective informational essay? *use writing prompt to answer writing prompts that match the novels each group have worked with	Review historical timeline and vocabulary		Rectangles and Parallelograms Scaffolding Task Individual Task Identify, compare, and analyze attributes of rectangles and parallelograms
			Quadrilateral Challenge Constructing Task Partner/Small Group Task Create and compare quadrilaterals
<b>Acquisition Skills</b>			
access prior knowledge; research and record facts; acquire and use vocab; compare and contrast information; organize informational paper to convey understanding; use and understand root words	access and use prior learning; understand historical timelines and events; cause and effect	conduct and record findings using scientific method; analyze lab findings to write technical papers	Transfer data from charts to graphs, Interpret data from graphs, Classify 2D shapes, Extend numerical patterns
<b>Formative Assessments</b>			
How do you use the rubric and standards to help you write better responses to a writing prompt?	What was your favorite historical event from the past two units?	Summarize your learning so far of chemical and physical changes.	How are quadrilaterals alike and different? What are the properties of quadrilaterals? How can angle and side measures help us to create and classify triangles? Where is geometry found in your everyday world?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

# Fifth Grade Fourth Quarte

If using the suggested text, *Warriors: Navajo Code Talkers*, Kenji Kawano and Carl Corman; *Code Talkers* follow each lesson in the pacing and incorporate the chapter numbers, web links, and visual media in th framework. Use the suggested texts as read alouds for openings or a guided reading set (if student read comparable) The pacing follows each lesson in the framework, but highlights the skills/tasks without ch reference pertaining to suggested texts so another text can be used with the same tasks as need arises.

## Possible schedule is using suggested texts

Reading Block: approx. 60 min  
Focus on suggested text tasks

Writing Block: approx. 60 min  
Use social studies task to research focus; incorporate writing process, mini-lessons

Reading Tasks are highlighted in pacing and match the framework sequence. They are written in the pa choose a different mentor text, guided reader, or independent text as needed for your students.

## Alternative Book List

(This list is not comprehensive list. *The Curriculum Divas* are not suggesting purchase or promoting use of c

**The Watsons go to Birmingham, 1963, or Elijah of Buxton** by Christopher Paul Curtis  
Newbery Award books telling the experiences of a young boy traveling to visit his grandmother in Birmingham, Alabama during the Civil Rights Movement, and a freeborn boy who must find the courage to rescue a slave child and bring him to the free village of Buxton in Canada.

**A Long Way From Chicago series** by Richard Peck A boy recounts his annual summer trips to rural Illinois with his sister during the Great Depression to visit their larger-than-life grandmother.

**Carver: A Life in Poems** by Mar  
**Kids on Strike** by Susan Bartolet  
**The Winter Hero** by Chris and J.  
**Let the Circle Be Unbroken** by I  
**Island of the Blue Dolphins** by I  
**Journey of the Sparrows** by Fra  
**Journey to America** by Sonia Le  
**Silver Days** by Sonia Levitin  
**The Crossing** by Gary Paulsen  
**Nothing but the Truth** by Avi  
**Grandpa's Mountain** by Carolyn  
**Souder** by William H. Armstrong  
**Circle of Fire** by William Hooks  
**Birmingham, 1963** by Carole Bc

**River Roads West: America's First Highways** by Peter and Connie Roop  
From the Hudson River to the Columbia, this detailed look at America's major waterways discusses each river's geological formation, headwaters, Native American inhabitants, exploration, settlement, and usage through the 19th century.

**Presidential Races: The Battle for Power in the United States** by Arlene Morris-Lispman  
Just in time for the 2008 election, this engaging chronicle documents changes in voters' rights, party influences, campaign tactics, and methods of communication, from George Washington's election by state delegates to today's

	potential candidates.	
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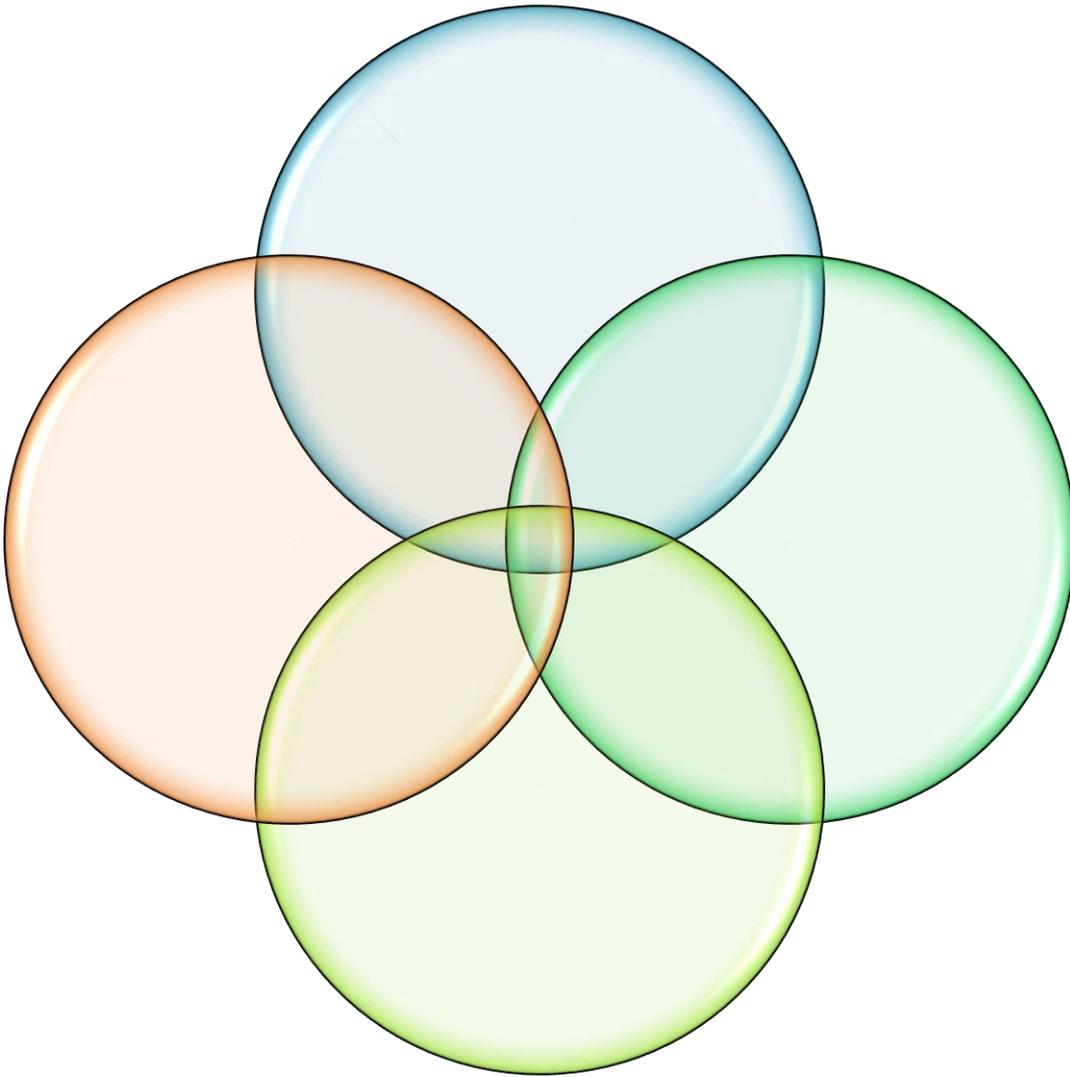
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# Four Part Venn Diagram



**Week 28 5th Grade**

Week 28 5th Grade				
ELA	Social Studies	Science	Math	
<p>EQ: How can fiction relate to true historical events? *KWL with read aloud; discuss in small group or write independently in journals answers to prediction question based on read aloud</p>	<p>Unit 8: (pg. 7): Framework Task: Right to Vote-exploration of amendments 15, 19, 23, 24, 26</p> <p>*students will create a timeline with dates and purpose for each amendment</p> <p>*students will research each amendment and use note-taking strategies to collect information and write an informational paper</p> <p>*students should also include why these amendments support the beliefs and ideals of why all citizens should be heard in order to maintain a representative democracy</p>	<p>The Changing Earth: Task: Slip Slidin Away (p. 6)</p> <p>*EQ: How can a force of nature that is so far away possibly affect me in Georgia? *students will make models of glaciers to see for themselves how glaciers can shape Earth's surface. Students will line the bottom of an aluminum pie pan with gravel to represent Earth's crust. They will fill the pie pan with water and put it in the freezer. Once the model of the glacier is frozen, students will carefully remove it from the pie dish and place it on a piece of poster board to which the students have affixed small pieces of gravel and sticks to represent trees. The students will then apply pressure to the model of the glacier so that it begins to slide. They will notice that the mass of the glacier when paired with its movement, causes the ground underneath it to tear up and trees to fall. Students should place a second model of a glacier on a flat piece of poster board that is being supported on both ends, but not in the middle and just leave it. Place an empty pie dish under the center of the poster that is not being supported to catch water. Once the model of the glacier melts, they will notice that there is a hole in the poster where the glacier was, and the water is in the pie dish.</p>	<p>Investigating Quadrilaterals</p> <p>Practice Task</p> <p>Individual/Pair/Whole Group</p> <p>Compare and analyze attributes of quadrilaterals</p>	
<p>EQ: How can textual examples be used to support a writer's ideas?*prior to lesson pick vocabulary words related to mentor text read aloud *after read aloud section allow students to discuss character attributes/feelings *students should write a brief descriptive essay on the character *students should also investigate vocabulary and record definitions in reader's journal</p>			<p>Discuss the importance of the Civil Rights Movement and the influence of Rosa Parks (pg. 4-5 unit 8)</p> <p>*students will create "trading cards" that include 10 key facts and details on how the following key people/events influence on the Civil Rights Movement: Brown v. Board of Education (1954)</p>	<p>Quadrilateral Hierarchy</p> <p>Diagram</p> <p>Performance Task</p> <p>Individual Task</p> <p>Constructing a quadrilateral hierarchy</p> <p>Diagram</p>
<p>EQ: What is the purpose of conjunctions? *great link to "School House Rock" media *continue or introduce mentor text; focus on defining, identifying, and listing conjunctions found in read aloud *model writing, using, and identifying the purpose of a conjunction *independently students should use a Venn Diagram to compare characters, setting, or other story elements (students should use text evidence to support Venn Diagram); students can use guided reading books, personal books, or mentor text</p>			<p>Montgomery Bus Boycott (include U.S. map with Montgomery, AL identified.)</p> <p>March on Washington</p> <p>Civil Rights Act</p> <p>Voting Rights Act</p> <p>Thurgood Marshall</p> <p>Rosa Parks</p> <p>Martin Luther King, Jr.</p> <p>(students can create cards individually or in small groups)</p>	<p>Shapely Pairs</p> <p>Culminating Task</p> <p>Partner/Individual Task</p> <p>Review all properties of polygons and show true understanding of knowledge</p>
<p>EQ: How does one determine what words and concepts are important to a work of literature? *using the same or new read aloud mentor text; model using the Cornell Method of note taking or any other note taking strategy (link to Cornell Method on pg. 6 in framework) *students will practice note taking with guided reading book, personal book, or read aloud *use notes to write an opinion piece related to author's purpose</p>				
Acquisition Skills				
<p>compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts</p>	<p>relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs connecting events</p>	<p>relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing</p>	<p>Identify similarities and differences among shapes; Reason about attributes (properties) of shapes; Have experiences discussing the property of shapes; convey math reasoning through writing</p>	
Formative Assessments				
<p>Writing Prompt: Why is important to know the vocabulary in context?</p>	<p>Writing Prompt: Why is the Civil Rights Movement so important to American History?</p>	<p>Writing Prompt: Do you think Georgia mountains were formed by glaciers?</p>	<p>Writing Prompts:</p> <p>Why are trapezoids and kites not classified as parallelograms?</p> <p>Why is a square always a rectangle?</p> <p>What are ways to classify triangles?</p>	
Student Portfolio				
<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>	
Management: Work Session (All Subject Areas)				
<p>Teacher:</p> <p>Guided reading, writing, and math groups</p> <p>Word Study with phonics and content vocabulary</p> <p>Conferencing/ RTI</p>		<p>Student:</p> <p>Independent work on framework tasks</p> <p>Independent work in learning centers or learning tasks</p> <p>Partner work/meet with teacher/small group participation</p>		

**Week 29 5th Grade**

<b>Week 29 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does perspective of a narrative influence the opinions of the reader? *discuss and define figurative language (idioms, adages) *using literature circles and books on the students' levels, students will explore comprehension strategies; any literature circle model will work, try to match the task with the students' independent reading goal	Unit 8: (pg. 4): Study of the Cuban Missile Crisis *using media, trade books, textbooks, etc. explore the events surrounding the Cuban missile crisis *students will create a flowchart to chronicle the events and facts they find through research	The Changing Earth: Task: Lava, Lava, Everywhere! (p. 6-7); RAFT assignment *Montserrat eruption, and reading about what caused this event, lead a group discussion about how volcanic eruptions impact and affect Earth and the people who are immediately affected by these eruptions. Students will be able to understand how a volcanic eruption is a destructive force, but ask them if can think of how it might be constructive as well. Lead a discussion about the formation of the Hawaiian Islands *students will conduct volcano experiment in small group or whole group	Differentiating Area and Volume Scaffolding Task Small Group Task Investigate the relationships between area and volume
EQ: How does a narrator's perspective influence the narrative? *continue with literature circles and group books assigned previously; alternative: incorporate think, pair, share model with new or same read aloud, guided reading book, or independent book; encourage students to discuss narrative perspective on a book and support their answers with text evidence	Unit 8: (pg. 6) Advancement of Technology *read information from the textbook, trade books, and other media sources about the invention of the television and the beginning of space exploration. Students will be looking for how the television and space exploration significantly impacted America. Students will complete the graphic organizer web to show the impact of both television and space exploration		How Many Ways? Constructing Task Individual/Partner Task Develop a formula for determining the volume of cubes and rectangular prisms
EQ: How do stories in the same genre approach the same topic differently? *organize students into four groups for a jigsaw activity; choose four different books pertaining to the space age, Cuban missile crisis, etc.; each member of the group will have a different book and read aloud from the book to their group; while each student reads aloud the other students take notes on the read aloud on a four part Venn Diagram; when all reading is complete, students should discuss the way the books are related			Exploring with Boxes Practice Task Individual/Partner Task Use a chart to find volume
EQ: How can the visual representations affect a reader or viewer? *using read aloud from previous lesson, have students create posters to advertise or "sway" someone to do something related to the content in the read aloud (recruiting posters, becoming an astronaut, etc.)			
<b>Acquisition Skills</b>			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs connecting events	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	Identify similarities and differences among shapes; reason about attributes (properties) of shapes; Build upon their fourth grade knowledge and create a hierarchy diagram
<b>Formative Assessments</b>			
Writing Prompt: What is a historical fiction and why are they important to read?	Writing Prompt: How can new technology be harmful to people in the community?	Writing Prompt: What is the Ring of Fire?	Writing Prompt: How can angle and side measures help us to create and classify triangles?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 30 5th Grade**

Week 30 5th Grade			
ELA	Social Studies	Science	Math
EQ: how can text examples be used to support one's ideas? *review writing an informational paper with opinions support by text; write a prompt to match one of the read aloud you have used; students should be able to form an opinion and support the opinion with text *review and model the writing process	Unit 8: (pg. 4): Vietnam War *Teacher and students will have discussion about the importance of the Vietnam War. Students should focus their discussion on why the United States felt they should get involved with this conflict between countries that did not directly attack U.S. soil. Also, discuss the protest movement that resulted in the decision to become engaged in this conflict. Focus on why our beliefs and ideals about a democratic government influenced the reasons for entering the Vietnam War. After the discussion, students will create "protest" signs that explains the reasons for and beliefs behind fighting in the Vietnam War.	The Changing Earth: Task: Shake, Rattle, and Roll! (p. 7-8); RAFT assignment *Teacher will divide the students into three groups for a jigsaw activity *Group One will report on key terms in earthquake science. *Group Two will report on basic concepts and causes of earthquakes *Group Three will report on how scientists predict earthquakes as well as measure their intensity *sliding cakes experiment; students will decorate cakes and slide them past one another to simulate what could happen during an earthquake	Rolling Rectangular Prisms Practice Task Individual/Partner Task Find the volume of rectangular prisms
EQ: What is the purpose of a preposition? *review the definition of a preposition; using a read aloud model finding and identifying preposition in sentences found in the read aloud *using think-pair-share strategy, have students find preposition in guided reading, independent books, or read aloud			Books, Books, and More Books Constructing Task Individual/Partner Add to find the combined volume of multiple rectangular prisms
EQ: What is the purpose and function of a comma? *review commas and the use of commas as an introductory element, tag questions, in a series, and direct address *use examples found within read aloud *students will then find examples for themselves in their own books and identify the purpose for the comma in the sentence they identified *students will also write a continuation of the chapter or story they use highlighting commas in their writing	Unit 8: (pg. 6): Influence of Key Historical Figures' Assassination *read information about the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. from the trade books, textbooks, websites, and other media supports. In small groups, students will compose an editorial for the local newspaper on how the aftermath of these events impacted American society		Super Solids Practice Task Individual/Partner Task Estimate and calculate the volume of rectangular prisms
EQ: How are varying verb tenses used to convey sequence in time? *review verb tense (past, present, future, past perfect, and future perfect) *model locating at least one sentence with one example of each verb tense from read aloud you have chosen *students will use guided reading or independent books to find sentence examples containing each of the verb tenses			
Acquisition Skills			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement
Formative Assessments			
Writing Prompt: How many ways can you use a comma and why is it important to use commas in writing?	Writing Prompt: How did media and television have an affect on American's perception of the Vietnam War?	Writing Prompt: Why do earthquakes and volcanoes show up where they do?	Writing Prompt: Does volume change when you change the measurement material? Why or why not?
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

CCGPS Framework Pacing

**Week 31 5th Grade**

<b>Week 31 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does the author convey a theme? Discuss as a whole group the themes found in any read aloud you have used; using literature circles, have students locate the theme of the books you assign to them and support their opinion with text evidence	Unit 9: (pg. 3): Pros and Cons of Vietnam War *small group discussion with groups of students (one student poses as the president and other students-acting as advisors-discuss concerns (pros/cons) pertaining to the pros/cons of the Vietnam War) *Following the group discussion, students should write an opinion piece explaining how they believe the United States should proceed in giving aid to South Vietnam.	The Changing Earth: Task: What I See under the Sea! (p. 8); RAFT assignment Students and/or teacher will read the biography, Jacques Cousteau by Leslie A. DuTemple about the life of the famous underwater explorer and pioneer underwater filmmaker. *Students will conduct their own research about the ocean floor and what shapes it. Students will then take what they have learned to write the following RAFT where they are a remote controlled submersible that is reporting to the oceanographer what it sees. Assessment: Role: A remote controlled underwater submersible Audience: A famous underwater explorer who is controlling the submersible Format: A dialogue Topic: What I See Under the Sea! RAFTs must include details about the following underwater features: continental shelf, continental slope, abyssal plain, mid-ocean ridge, trenches, volcanic islands, and seamounts. Students must also include a labeled diagram that they draw.	Toy Box Designs Performance Task Individual/Partner Task Design a toy box with a given volume
EQ: How are inferences supported with examples for the text? *using a Frayer Model, have students define at least five words from a read aloud, guided reading book, or independent reading book *students will also make inferences with the text and support their inferences with examples from the text			Breakfast for All Performance Task Individual/Partner Task Create 3 different sized boxes for cereal
EQ: How does figurative language impact a text? *using a read aloud, highlight examples of figurative language prior to the lesson; lead a class discussion on the meaning and impact of figurative language on the read aloud you have chosen; students will choose one of the figurative language phrases and illustrate with a partner or individually	Unit 9: (pg. 4): Students will create an illustrated timeline of important events leading to the end of the Cold War and the collapse of the Soviet Union. The timeline should include the following information: Economic problems facing the Soviet Union in the 1980s; Mikhail Gorbachev becomes Soviet leader in 1985; Meetings between Gorbachev and President Reagan begin in 1985 and continue through 1987; Gorbachev and Reagan sign nuclear weapons treaty in 1987; Communist governments across Eastern Europe fall from power and the Berlin Wall comes down in 1989; Gorbachev and President Bush sign a nuclear weapons treaty in 1991; The Soviet Union becomes the Commonwealth of Independent States in 1991		Boxing Boxes Culminating Task Individual/Partner Task Consider volume and capacity to determine guidelines for packing boxes
EQ: How can opinions be supported with examples from the text? *prior to lesson, create comprehension questions for students to discuss in think-pair-share groups *you can use any read aloud, guided reading book, or independent reading book *students should answer questions using their opinion and evidence from the text			
<b>Acquisition Skills</b>			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement
<b>Formative Assessments</b>			
Writing Prompt: What is the difference in a simile and a metaphor?	Writing Prompt: What was the Cold War?	Writing Prompt: Will Stone Mountain always exist? Why or why not?	Writing Prompt: How are area and volume alike and different?
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 32 5th Grade**

ELA	Social Studies	Science	Math
<p>EQ: How do authors effectively describe a setting for a reader? *prior to the lesson choose discussion topics for small groups to read and discuss *questions should include an investigation of setting and it's relationship to characters and plot *use any read aloud, guided reading book</p>	<p>Unit 9: (pg. 4) Peace in the Middle East *create a map Iraq, Kuwait, Saudi Arabia, Afghanistan, and Israel. Glue this map in the center of a large piece of construction paper (12 x 18 or larger); *students should write a summary of the United States' involvement in the war on a small note card. This card will be glued to the construction paper and connected to Kuwait, Saudi Arabia, and Iraq with arrows. Continue adding note cards about the United States' involvement in efforts to bring peace to the Middle East</p>	<p>Earth Science: GRASPS (p. 5) Culminating Activity: Develop a travel poster of Georgia landforms that have been shaped by constructive, destructive forces, or by a combination of both forces. GRASPS Goal: Apply knowledge and understanding of earth's constructive and destructive forces within a real world scenario. Role: Travel Agent Audience: peers, administrators, public Scenario(to student): Your travel agency is developing an overnight field trip for students to learn more about constructive and destructive forces in Georgia. Your job is to create a travel poster, or PowerPoint infomercial, of your field trip that will attract principals and schools to your travel agency. Remember to be creative and select only the best attractions that support student learning! Your fleet of coach busses is waiting, so good luck! Product(to student): Using information from your research, activities, and field experiences, create a poster that describes what students can learn on their field trip</p>	<p>Show What You Know Remediation/Acceleration</p>
<p>EQ: How can technology be used to answer a question quickly or solve a problem efficiently? *choose any vocabulary word needing focus and model using a Frayer Model to define, research, and illustrate *help students use technology to support vocabulary investigations with pictures, videos, lyrics depending on the list of words given to the students *vocabulary can be related to any read aloud, guided reading book, or independent text</p>	<p>Unit 9: (pg. 5) Technology Advancement (Homework Assignment/Project) *Students should interview older family members about how life has changed since personal computers and the Internet became a part of everyday life. The class will work together to develop a set of interview questions prior to conducting the interviews *After completing the interview, students should write a summary of the interviewee's responses to each question. These may be gathered into a class book</p>	<p>Finish Tasks</p>	
<p>EQ: How does an author engage a reader? *review the Cornell method of note taking (link on pg. 18 in framework) or any other note taking method you have used; choose a read aloud and let students practice note taking skills with read aloud; review verb tenses and identify various examples found in read aloud; students will write a response pretending they were part of the read aloud shared; remind them to establish a situation, sequence events logically, and incorporate dialogue description and details</p>			
<p>EQ: What is the purpose of figurative language? *review the definition of figurative language and it's purpose in text *students practice locating examples of figurative language in read aloud, guided reading books, or independent reading goals *create a figurative language quiz (technology link on pg. 18 of the framework)</p>			

**Acquisition Skills**

<p>compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts</p>	<p>relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs</p>	<p>relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing</p>	<p>number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement</p>
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**Formative Assessments**

<p>Writing Prompt: Why is it important for the author to engage the reader?</p>	<p>Writing Prompt: What did the United States do to try to bring peace to the Middle East?</p>	<p>Writing Prompt: How can water break rocks apart?</p>	<p>Writing Prompt: How do you convert volume between units of measure?</p>
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**Student Portfolio**

<p>Reading task evidence</p>	<p>Social Studies task evidence</p>	<p>Science Task evidence</p>	<p>Math task evidence</p>
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**Management: Work Session (All Subject Areas)**

<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>	<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>
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CCGPS Framework Pacing

**Week 33 5th Grade**

<b>Week 33 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does an author's purpose effect the reader? *explore author's purpose in your chosen read aloud *allow reading groups to develop a reader's theater script or provide them with one that has the same content as your read aloud *in a response essay, allow students to discuss the differences and similarities in author's purpose	Unit 9: (pg.5): Provide students with a scale map of the United States. Students should label the important physical and man-made places they have studied throughout the year (listed in SSSG1) and select 3 that they would like to visit. These locations should be added to their "Around America" passport; Using the map scale, a ruler, and a calculator, students should calculate the actual distance from their own city to the destination and add this information to their passport	Earth Science: GRASPS (p. 5)Culminating Activity: Develop a travel poster of Georgia landforms that have been shaped by constructive, destructive forces, or by a combination of both forces. GRASPS Goal: Apply knowledge and understanding of earth's constructive and destructive forces within a real world scenario. Role: Travel Agent Audience: peers, administrators, public Scenario(to student): Your travel agency is developing an overnight field trip for students to learn more about constructive and destructive forces in Georgia. Your job is to create a travel poster, or PowerPoint infomercial, of your field trip that will attract principals and schools to your travel agency. Remember to be creative and select only the best attractions that support student learning! Your fleet of coach busses is waiting, so good luck! Product(to student): Using information from your research, activities, and field experiences, create a poster that describes what students can learn on their field trip	Show What You Know Remediation/Acceleration
EQ: How does historical fiction capture events of the past in words? *using your chosen read aloud, guide students in a discussion of facts found in historical fiction and how history written in story form is different from a textbook type historical account *allow students to form an opinion, support with text, and use editing; publish and share			Finish Tasks
EQ: How can one locate reliable resources to support research on a specific topic? *research a focus topic for social studies content (i.e. wars, historical events, historical figures, map skills) allow students to use various sources to research, compare and contrast, identify cause and effect, and document research; share with partners or whole class	Unit 9: (pg.6): Economy: Divide the class into 8 groups. Each group should research the economy of a country such as the United States, Canada, France, Italy, Germany, Britain, Japan, or Russia; the class will hold a Country voluntary exchange & specialization conference (procedure and example questions on pg. 6)		
EQ: How does a historical fiction author incorporate past events into fictional story lines? Review Greek and Latin affixes (PowerPoint link located on pg. 21 of framework) *using your chosen read aloud, guide/model "Circles of Voices" discussion with reading groups (web link found on pg. 21 of framework)			
EQ: How does an author provide effective description of various settings in a narrative? *using any read aloud you have chosen, choose two settings to compare and contrast *allow the students to write a compare and contrast paper			
<b>Acquisition Skills</b>			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	Identify similarities and differences among shapes; reason about attributes (properties) of shapes; Build upon their fourth grade knowledge and create a hierarchy diagram
<b>Formative Assessments</b>			
Writing Prompt: Why is research important in understanding a historical ficton?	Writing Prompt: How does the geography of a location affect the economic activities that occur there?	Writing Prompt: Why are some people afraid to live in California?	
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

**Week 34 5th Grade**

<b>Week 34 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How can translations of the same text differ? *review informational writing * find two words or passages in your chosen read aloud for the students to compare and contrast the meanings	<p>Unit 9: (pg.6): Students will go to the Georgia Department of Agriculture website and research products manufactured or grown in their area nearest to their school. Students may use other resources such as the local Chamber of Commerce or other business organizations located nearby. Once they have determined the local products, students will use maps and other geographical tools to determine which countries their products are exported to through the Georgia Port Authority. Using the GPA website <a href="http://www.gaports.com/">http://www.gaports.com/</a> and a world map, students will construct an export map showing where Georgia products are shipped</p> <p>Unit 10: (pg.2): Discuss the meaning of representative democracy with the class. Create a four-tab flip chart by folding a legal size sheet of paper in half and cutting to the fold on one half of the paper. Label each flap with one of the following amendments: 12th, 17th, 23rd, and 24th. On the inside of each flap, students should write a summary of the amendment and an explanation of how this amendment helped to maintain a representative democracy. Students will use their knowledge of these amendments to write a poem or song explaining the importance of the amendments. Examples of content-based poems or songs can be found in a variety of poetry books, videos, and online</p>	<p>Review, Accelerate, or complete any science labs, investigations, journaling, etc.</p>	<p>Show What You Know Remediation/Acceleration</p>
EQ: How can answers for a question be located quickly? *using your chosen read aloud, divide the class into two research groups to explore two events, topics, etc. found in the read aloud *students will write a letter home from a first person point of view using the research gathered			<p>Finish Tasks</p>
EQ: How can a relationship between two related objects be explained? *using your chosen read aloud, identify a topic students can write a compare and contrast paper using read aloud and additional resources			
EQ: How does an author engage a reader? *using your chosen read aloud, have students listen and identify figurative language examples *model expanding, combining, and reducing sentences * have students practice expanding, combining, and reducing sentences in their guided reading book or independent text			
EQ: How does point of view influence a narrative? *using your chosen read aloud, choose several "scenes" or events for students to rewrite from another perspective; students should incorporate on example of simile, metaphor, and idiom *as a whole group discuss how a narrator's perspective influences the narrative			
<b>Acquisition Skills</b>			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement
<b>Formative Assessments</b>			
Writing Prompt: What is third person point of view? First person point of view?	Writing Prompt: Why is it important that all Americans have the opportunity to vote?	Writing Prompt: Why do some places have more weathering and erosion than other places?	
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
<p>Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI</p>		<p>Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation</p>	

**Week 35 5th Grade**

Week 35 5th Grade			
ELA	Social Studies	Science	Math
EQ: How does figurative language impact a text? *using your chosen read aloud, guided reading books, or independent texts, have students find as many examples of figurative language and define/illustrate the meaning in partner groups	<p>Unit 10: (pg. 3): For excellent cartoons explaining the importance of banking, saving, budgeting, etc. teachers or students may sign into <a href="http://www.bankingonourfuture.org/master.cfm/main/home">www.bankingonourfuture.org/master.cfm/main/home</a> Registration is free, but does require the registrant to provide some basic information. For this reason, teachers may prefer to login themselves and show the movies to the whole class.</p> <p>After watching the appropriate segments, students should create their own vocabulary book. Each page should focus on a specific vocabulary word relating to the three major institutions in the US economy and their personal finances including: private business, goods, services, banking, checking accounts, savings accounts, loans, taxes, and budgets. Students should write an explanation of each term, explain how the term relates to their own lives, and provide a visual representation of the term</p>	<p>Review, Accelerate, or complete any science labs, investigations, journaling, etc.</p>	Show What You Know Remediation/Acceleration
EQ: How does sentence variety contribute to reader interest? *review reducing and combining sentences *using your read aloud, discuss how the organization of a novel supports the readers understanding *create a figurative language review quiz using link on framework pg. 27 if a review is needed			Finish Tasks
EQ: How can research help provide answers to questions? *choose a topic related to content, read aloud, etc. for students to research, form an opinion, and support with text evidence			
EQ: How do works of the same genre deal with historical occurrences differently? *use your chosen read aloud, guided reading books, or individual text put students in literature circle groups or mini-literature circle groups (web link on pg. 28 in framework) *students should be able to compare books that explain the same content topic with different stories			
EQ: How can true events influence fictional narratives? Using your chosen read aloud, guided reading books, etc. discuss how authors use actual events to craft a narrative story; discuss the understanding of the historical event and if the author told a story that gave enough factual information to link the story to historical timelines and understanding			
Acquisition Skills			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement
Formative Assessments			
Writing Prompt: When you are editing, how can you change your sentences to make them longer or more concise?	Writing Prompt: Why do banks offer checking accounts?	Writing Prompt: Can humans control earth's constructive and destructive forces?	
Student Portfolio			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
Management: Work Session (All Subject Areas)			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	

<b>Week 36 5th Grade</b>			
<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>
EQ: How does a reader identify theme in a work of literature? *PowerPoint link to define theme located on pg. 29 in the framework *using your chosen read aloud, guided reading books, independent texts, allow students to identify the themes found in their assigned text *examples themes found on pg. 29 in the framework	Unit 10: (pg.4): Performance Task: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society *Summer is right around the corner and you are ready for fun, especially with \$50.00 worth of birthday money and a weekly allowance of \$5.00. You're feeling pretty rich, but you've learned enough about economics this year to know that money doesn't grow on trees. Your first stop this summer is at the bank where you will set up your own checking account and savings account. Once you've taken care of that, it's time to set up a budget so that you can be sure you have money for the things you need, but also some money for things you want	Review, Accelerate, or complete any science labs, investigations, journaling, etc.	Show What You Know Remediation/Acceleration
EQ: How can text references be used to support a theme? *use previous lesson of defining themes to begin an essay describing the themes found in their assigned book *use writing process and writing conferences			Finish Tasks
EQ: How can text references be used to support theme? *peer review and rubric evaluation of "theme identification essays"			
<b>Acquisition Skills</b>			
compare and contrast fiction and non fiction elements; investigate and incorporate new vocabulary through text; identify figurative language and meaning; use of the writing process; identify author's purpose; identify and define themes found in text; use reading strategies to understanding compare texts	relate prior knowledge to new historical event and figures; create a timeline to match historical events and relate common political beliefs	relate prior knowledge; conduct experiments and use technical writing to convey understanding; use "how to" writing	number sense; computation with whole numbers and decimals, including application of order of operations; addition and subtraction of common fractions with like denominators; angle measurement
<b>Formative Assessments</b>			
Writing Prompt: What is a "theme" as it relates to reading and why are "themes" important?	Writing Prompt: How do I make good decisions about when to spend and when to save my money?	Writing Prompt: Can scientists predict volcanic eruptions and sometimes earthquakes?	
<b>Student Portfolio</b>			
Reading task evidence	Social Studies task evidence	Science Task evidence	Math task evidence
<b>Management: Work Session (All Subject Areas)</b>			
Teacher: Guided reading, writing, and math groups Word Study with phonics and content vocabulary Conferencing/ RTI		Student: Independent work on framework tasks Independent work in learning centers or learning tasks Partner work/meet with teacher/small group participation	