<table>
<thead>
<tr>
<th>Timeline</th>
<th>NxG Standard(s)</th>
<th>Student I Can Statement(s) / Learning Target(s)</th>
<th>Essential Questions</th>
<th>Academic Vocabulary</th>
<th>Strategies / Activities</th>
<th>Resources / Materials</th>
<th>Assessments</th>
<th>Notes / Self - Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested: Teach this band as your second unit (second month/six weeks of school)</td>
<td>ELA.5.R.C1.4 - quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. ELA.5.R.C1.5 - determine two or more main ideas of an</td>
<td>I can read and understand the structures of informational text.</td>
<td>What are the elements of informational text?</td>
<td>Quote, explain, integrate, develop, topic sentence, paraphrase, evidence, point of view, compare/contrast, similarities/differences, adapt, report, citation, sidebars, glossary, index, captions,</td>
<td>Literature Circles Graphic Organizers *story maps *plot diagram *Venn Diagram *Frayer Model Four Square Comic strip Peer Editing Cross Curricular Connections: All Science and/or Social Studies NXGen</td>
<td>Student work Visual Representation Journaling Story maps Weekly quizzes Venn diagrams Teacher designed assessment Oral questioning KWL charts Problem Solving activities</td>
<td>*AR Tests *Teacher Created Assessments *Checklists *Oral Q &amp; A</td>
<td></td>
</tr>
<tr>
<td>ELA.5.R.C1.6</td>
<td>Can be applied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using an informational text, explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Additional resources listed below.

- Compass Learning Mountain Language Accelerated Reader Novels
- 4 Square Writing
text relevant to a grade 5 topic or subject area.

ELA.5.R.C2.5 - compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts

ELA.5.R.C2.6 - analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text
ELA.5.R.C3.3 - draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELA.5.R.C3.4 - explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).

ELA.5.R.C3.5 - integrate information from several informational
texts on the same topic in order to write or speak about the subject knowledgeably.

ELA.5.R.C4.2 - by the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

ELA.5.R.C7.1 - know and apply grade-level phonics and word analysis skills in decoding words.

• use
combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

ELA.5.R.C8.1 - read with sufficient accuracy and fluency to support comprehension.
• read on-level text with purpose and understanding.
• read on-level prose and poetry orally with accuracy, appropriate
<table>
<thead>
<tr>
<th>rate and expression on successive readings.</th>
<th>• use context to confirm or self-correct word recognition and understanding, rereading as necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.5.W.C9.2 - write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>I can follow the writing process to write a informative/explanatory.</td>
</tr>
<tr>
<td>What are the components needed to create a informative/explanatory text?</td>
<td></td>
</tr>
</tbody>
</table>
formatting (e.g., headings), illustrations and multimedia when useful in aiding comprehension.
• develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
• link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
• use precise language and domain-specific vocabulary to inform about
or explain the topic.
• provide a concluding statement or section related to the information or explanation presented.

ELA.5.W.C10.3
- with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

ELA.5.W.C11.1
- conduct short research projects that
- use several sources to build knowledge through investigation of different aspects of a topic. 
ELA.5.W.C11.2 - recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. 
ELA.5.W.C11.3 - draw evidence from literary or informational texts to support analysis, reflection and research.
| ELA.5.W.C12.1 | -write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

| ELA.5.L.C15.1 | -demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- explain the function of conjunctions, prepositions

- I can use proper English when I write.

- What are the grammar rules needed for writing a distinguished 5th Grade paper?

- conjunction, preposition, interjection, verb tense, correlative conjunctions, root words, affixes, figurative language (suggestion: pick one or two language elements to focus on; correlate with the text you are using)
and interjections in general and their function in particular sentences.
• form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
• use verb tense to convey various times, sequences, states and conditions.
• recognize and correct inappropriate shifts in verb tense.
• use correlative conjunctions (e.g., either/or, neither/nor).
ELA.5.L.C.15.2 - demonstrate command of the conventions of standard
English capitalization, punctuation and spelling when writing.
• use punctuation to separate items in a series.
• use a comma to separate an introductory element from the rest of the sentence.

ELA.5.L.C16.1 - use knowledge of language and its conventions when writing, speaking, reading or listening.
• expand, combine and reduce sentences for meaning, reader/listener interest and style.
• compare and contrast the varieties
of English (e.g., dialects, registers) used in stories, dramas or poems

**ELA.5.L.C17.1**
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - use common, grade-appropriate
Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
• consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA.5.L.C17.2 - demonstrate understanding of figurative language, word relationships and nuances in word meanings.
• interpret
figurative language, including similes and metaphors, in context.
• recognize and explain the meaning of common idioms, adages and proverbs.
• use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELA.5.L.C17.3 -acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal
| contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | I can understand and talk about what I hear. | What makes an effective speaker and listener? |

**ELA.5.SL.C13.1**
- engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- come to discussions prepared having read or studied required
material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
• follow agreed-upon rules for discussions and carry out assigned roles.
• pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
• review the key ideas expressed and draw conclusions in light of information
and knowledge gained from the discussions.

**ELA.5.SL.C13.2**
- summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

**ELA.5.SL.C13.3**
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**ELA.5.SL.C14.1**
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and
relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

ELA.5.SL.C14.2 - include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

ELA.5.SL.C14.3 - adapt speech to a variety of contexts and tasks; using formal English when appropriate to task and situation. (see grade 5 language objectives for specific
Additional Resources:

Websites:
- www.enchantedlearning.com
- www.kidinfo.com
- www.kidzone.ws
- www.internet4classrooms.com
- www.unitedstreaming.com
- http://www.smarterbalanced.org sample items and performance tasks
- http://www.wvinfodepot.org electronic databases username-west password-virginia
- http://www.corestandards.org/assets/Appendix_B.pdf lists of grade level stories, poetry, and informational texts
- www.tildee.com Read how-to do about anything; Create your own
- www.tumblebooks.com Tons of online books; You can read along with many; also audio books; You can create a free 30 day trial, but many public libraries offer access through their websites. (Try: Portland, East Brunswick)

Grade-appropriate (high-quality) books that support informative reading/writing:

- Buckmaster, Henrietta. “Underground Railroad.”
- Byrd, Robert. Electric Ben: The Amazing Life and Times of Benjamin Franklin (Dial Books for Young Readers)
- Carlisle, Madelyn Wood. Let’s Investigate Marvelously Meaningful Maps
- Fleming, Candace. The Lincolns: A Scrapbook Look at Abraham and Mary (Schwartz & Wade Books)
- Freedman, Russell. Abraham Lincoln & Frederick Douglass: The Story Behind an American Friendship (Clarion Books)
- Hakim, Joy. A History of US
- Holzer, Harold. Father Abraham: Lincoln and His Sons (Calkins Creek)
- Johnson, Sylvia. Mapping the World (Atheneum)
- Lauber, Patricia. Hurricanes: Earth’s Mightiest Storms
- Markle, Sandra. The Case of the Vanishing Golden Frogs: A Scientific Mystery (Millbrook Press)
- Maurer, Richard. The Wright Sister: Katharine Wright and Her Famous Brothers (Millbrook Press)
- Otfinoski, Steve. The Kid’s Guide to Money: Earning It,
- Sandler, Martin W. Lincoln through the Lens: How Photography Revealed and Shaped an Extraordinary Life
Saving It, Spending It, Growing It, Sharing It

- Schleichert, Elizabeth. “Good Pet, Bad Pet.”
- Secrets of a Civil War Submarine: Solving the Mysteries of the H.L. Hunley by Sally M. Walker (Carolrhoda Books)
- Simon, Seymour. Volcanoes
- Wulffson, Don. Toys!: Amazing Stories Behind Some Great Inventions