GR 5 Module 04 (Wild West)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Wild West

Essential Question: What character traits were needed in people who settled the West?

Standards

Week 1

L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.VL.5.2.C	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.
L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Week 2

L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Week 3

L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the

	meaning of a word or phrase.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.VL.5.2.C	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.
L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
W.WP.5.4.A	Consider audience, purpose, and intent before writing.
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Web Site Resources:

- Ed Your Friend in Learning

Technology

- IXL
- EdHMH
- Lexia

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

504

● In class/pull out support with special ed teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

ELL

● Translation device/dictionary
● In class/pull out support with ESL teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

At-Risk of Failure

● Additional time during intervention time
● Readworks level reading passages
● Questions read aloud
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

Gifted & Talented

● Independent projects
● PEP/GEM class
● Above-Level Reading Materials

Interdisciplinary Connections

Social Studies Connections: Westward Expansion

AAPI : Module 4 Week 2 "The Celestials' Railroad"

Social and Emotional Learning Connections

Learning Mindset: Grit

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.