

GR 5 Module 08 (A New Home)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: A New Home

Essential Question: How do people adapt to new experiences and make a new place home?

Book Study: Number the Stars

Standards

Week 1

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| ELA.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. |
| ELA.L.RF.5.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.5.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.WF.5.2.H | Spell grade appropriate words correctly, consulting references as needed. |
| ELA.L.KL.5.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.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). |
| ELA.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. |
| ELA.L.VI.5.3.A | Interpret figurative language, including similes and metaphors, in context. |
| ELA.L.VI.5.3.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| ELA.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. |
| ELA.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. |
| ELA.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. |

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| ELA.SL.PE.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| ELA.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

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| ELA.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. |
| ELA.L.RF.5.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.5.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.KL.5.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.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). |
| ELA.L.VI.5.3.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| ELA.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. |
| ELA.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). |
| ELA.RL.TS.5.4 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| ELA.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. |
| ELA.W.SE.5.6 | Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. |

Week 3

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| ELA.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. |
| ELA.L.RF.5.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.5.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.WF.5.2.H | Spell grade appropriate words correctly, consulting references as needed. |
| ELA.L.KL.5.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.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. |
| ELA.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). |

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| ELA.L.VI.5.3.A | Interpret figurative language, including similes and metaphors, in context. |
| ELA.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. |
| ELA.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. |
| ELA.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). |
| ELA.RL.TS.5.4 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| ELA.RL.MF.5.6 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| ELA.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. |
| ELA.W.AW.5.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| ELA.W.AW.5.1.B | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. |
| ELA.W.AW.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| ELA.W.AW.5.1.D | Provide a conclusion related to the opinion presented. |
| ELA.W.WP.5.4.A | Consider audience, purpose, and intent before writing. |
| ELA.W.WP.5.4.B | Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. |
| ELA.W.WP.5.4.C | Consider writing as a process, including self-evaluation, revision and editing. |
| ELA.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. |
| ELA.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. |
| ELA.SL.PI.5.4 | 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. |

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- Schoolwide Writing
- (K-2 Foundations materials and techniques)

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela

- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z

Technology

- Newsela
- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z
- EdPuzzle
- Screencastify
- Full list on district teacher page

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

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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: Cultures

Amid Legislation:

Module 8 Week 2: "From Scratch"

AAPL:

Module 8 Week 3 "Inside Out and Back Again"

Social and Emotional Learning Connections

Learning Mindset: Growth Mindset

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

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.