

5th Grade - Quarter 1

Year-At-A-Glance 2018- 2019

Weeks 1-3	Instructional Days: 14	Date: 08/20/18 - 09/07/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Start Smart – Laying the Foundations with the Instructional Routines & Procedures</p> <p>Unit 1 – (Week 1)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “A Fresh Idea” <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • “One Hen” <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • “Banks: Their Business and Yours” <p>Multimedia:</p> <ul style="list-style-type: none"> • Teen Gardens Open Low-Cost Fresh Food Co-Op (NBC Learn) <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.5.RL.1.1 Evidence (1 of 6 opportunities)*</p> <p>Comprehension Strategy: Reread <i>Quote accurately</i> from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</p> <p>LAFS.5.RL.1.3 Interactions (1 of 2 opportunities)*</p> <p>Comprehension Skill: Character, Setting, Plot: Sequence <i>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</i> (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.5.L.3.4a&c Vocabulary (a. 1 of 4 opportunities) * (c. 1 of 6 opportunities) *</p> <p>Vocabulary Strategy: Context Clues Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <ol style="list-style-type: none"> a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase. 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. </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.5.RL.3.7 Visual and Multimedia Elements Contributions to Meaning, Tone and Beauty (1 of 1 opportunity) *</p> <p>Genre: Realistic Fiction <i>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty, or a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i> (3)</p> </div>		<p>Setting Up the Reading/Writing Notebook Purposes for Writing: Narrative, Explanatory, and Opinion Writing Rubrics Understanding How to Read a Prompt Planning with a Focus on Evidence and Elaboration</p> <p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Opinion Topic: Meeting a Need</p> <p>Prompt: <i>You have read several texts about ways in which people meet their needs. Write an opinion essay in which you state your opinion as to which method of meeting a need would work best for you. Use evidence from your texts to support your opinion.</i></p> <p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure <i>in which ideas are logically grouped</i> to support the writer's purpose. b. Provide <i>logically ordered</i> reasons that supported by facts and details. c. Use linking words, phrases, and <i>clauses</i> (e.g., (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.

G5 Q1 Weeks 1-3

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5th Grade - Quarter 1

Year-At-A-Glance 2018- 2019

Weeks 4-5	Instructional Days: 8	Date: 09/11/18 - 09/21/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 1 – (Week 3) Reading/Writing Workshop:</p> <ul style="list-style-type: none"> • “A Life in the Woods” <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> • “Camping with the President” <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> • “A Walk with Teddy” <p>Multimedia:</p> <ul style="list-style-type: none"> • Theodore Roosevelt and American Conservationism (NBC Learn) <p><u>Instructional Focus Standards:</u> Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.5.RI.1.1 Evidence</u> (1 of 4 opportunities)* Comprehension Strategy: Ask and Answer Questions <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p> <p><u>LAFS.5.RI.1.3 Interactions</u> (1 of 3 opportunities)* Comprehension Skill: Text Structure: Cause and Effect <i>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. (3)</i></p> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.5.RI.2.6 Analyze Similarities and Differences In the Point of View of Two or More Texts</u> (1 of 2 opportunities)* Genre: Narrative Non-Fiction <i>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (3)</i></p> <p><u>LAFS.5.L.3.4c Vocabulary</u> (c. 2 of 6 opportunities)* Vocabulary Strategy: Homographs Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <ul style="list-style-type: none"> 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. </div> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Seeing for Yourself</p> <p>Prompt:</p> <p><i>Write an informative essay in which you explain how experiencing nature can change the way a person feels about nature. Use evidence from the text to support your answer.</i></p> <p><u>LAFS.5.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (2)</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and section, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Linking ideas within and across categories of information using words, phrase, and clauses (e.g., in contrast, especially). <p>Provide a concluding statement or section related to the information or explanation presented.</p>

G5 Q1 Weeks 4-5

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5th Grade - Quarter 1

Year-At-A-Glance 2018- 2019

Weeks 6-7	Instructional Days: 10	Date: 09/24/18 - 10/05/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 1 – (Week 5)</p> <p>Reading/Writing Workshop:</p> <ul style="list-style-type: none"> “Are Electronic Devices Good for Us?” <p>Anthology Main Selection:</p> <ul style="list-style-type: none"> “The Future of Transportation” <p>Anthology Paired Selection:</p> <ul style="list-style-type: none"> “Getting From Here to There” <p>Multimedia:</p> <ul style="list-style-type: none"> Hybrid Car Gets 300MPG (NBC Learn) <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p><u>LAFS.5.RI.2.6</u> Analyze Similarities and Differences In the Point of View of Two or More Texts (2 of 2 opportunities) *</p> <p>Comprehension Skill: Author’s Point of View <i>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (3)</i></p> <p><u>LAFS.5.L.3.4b</u> Vocabulary (b. 1 of 5 opportunities) *</p> <p>Vocabulary Strategy: Greek and Latin Prefixes Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <p style="margin-left: 20px;">b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> </div> <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.5.RI.3.7</u> Information from Multiple Print or Digital Sources (1 of 6 opportunities) *</p> <p>Genre: Persuasive Article <i>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (2)</i></p> <p><u>LAFS.5.RI.3.8</u> Explanation of Particular Points in a Text (1 of 2 opportunities) *</p> <p>Comprehension Strategy: Reread Explain how an author uses reasons and evidence to support particular points in a text, <i>identifying which reasons and evidence support which points. (3)</i></p> </div>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Opinion</p> <p>Topic: New Technology</p> <p>Prompt:</p> <p><i>Write an opinion essay in which you state your opinion as to whether the new technologies discussed in the sources would bring positive or negative effects to your community. Use evidence from the texts to support your opinion.</i></p> <p><u>LAFS.5.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create and organizational structure <i>in which ideas are logically</i> grouped to support the writer’s purpose. b. Provide <i>logically ordered</i> reasons that supported by facts and details. c. Use linking words, phrases, and <i>clauses</i> (e.g., (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.

G5 Q1 Weeks 6-7

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5th Grade - Quarter 1

Year-At-A-Glance 2018- 2019

Weeks 8-9	Instructional Days: 10	Date: 10/08/18 - 10/19/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 2 – (Week 1)</p> <p>Reading/Writing Workshop: “Creating a Nation” Anthology Main Selection: “Who Wrote the U.S. Constitution?” Anthology Paired Selection: “Parchment and Ink” Multimedia: Declaration of Independence Moved for Archives Renovations (NBC Learn)</p> <p>Instructional Focus Standards: Comprehension Mini-Lessons</p> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.5.RI.1.1 Evidence (2 of 4 opportunities)* Comprehension Strategy: Reread <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p> <p>LAFS.5.RI.1.3 Interactions (2 of 3 opportunities)* Comprehension Skill: Text Structure: Problem and Solution <i>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. (3)</i></p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 2: CRAFT AND STRUCTURE</p> <p>LAFS.5.L.3.4a&c Vocabulary (a. 2 of 4 opportunities)* (c. 3 of 6 opportunities)* Vocabulary Strategy: Context Clues Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <ol style="list-style-type: none"> a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase. 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. </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.5.RI.3.7 Information from Multiple Print or Digital Sources (2 of 6 opportunities)* Genre: Expository Text <i>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (2)</i></p> </div>		<p>TEXT BASED WRITING PROMPT:</p> <p>Purpose: Informative/Explanatory</p> <p>Topic: Reaching a Compromise</p> <p>Prompt: <i>You have read several sources about reaching a compromise in order to solve a problem. Write an informative essay in which you explain different ways of reaching a compromise. Use evidence from the texts to support your controlling idea.</i></p> <p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (2)</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and section, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Linking ideas within and across categories of information using words, phrase, and clauses (e.g., in contrast, especially). d. Provide a concluding statement or section related to the information or explanation presented.

G5 Q1 Weeks 8-9

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5th Grade - Quarter 1

Year-At-A-Glance 2018- 2019

Week 10	Instructional Days: 9	Date: 10/22/18 - 11/02/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS		ACADEMIC WRITING
<p>Unit 2 – (Week 3) Reading/Writing Workshop: “Growing in Place” Anthology Main Selection: “The Boy Who Drew Birds” Anthology Paired Selection: “Daedalus and Icarus” Multimedia: The Birders’ Rembrandt: Roger Tory Peterson (NBC Learn) Instructional Focus Standards: Comprehension Mini-Lessons</p>		<p>TEXT BASED WRITING: <u>BASELINE PROMPT</u></p> <div style="text-align: center;">  5th Grade Text-Based Writing </div>
<p>CLUSTER 1: KEY IDEAS AND DETAILS</p>		
<p><u>LAFS.5.RI.1.1 Evidence</u> (3 of 4 opportunities)* Comprehension Strategy: Reread <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p>		<p>Purpose: Opinion</p> <p>Topic: Bottled Water</p> <p>Prompt:</p> <p>Write an essay in which you give your opinion about whether selling bottled water would be a good choice for your school. Support your opinion with evidence from the sources.</p>
<p>CLUSTER 2: CRAFT AND STRUCTURE</p>		
<p><u>LAFS.5.RI.2.5 Compare & Contrast Text Structures in Two or More Informational Texts</u> (1 of 2 opportunities)* Comprehension Skill: Text Structure: Sequence <i>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. (3)</i></p> <p><u>LAFS.5.L.3.4b&c Vocabulary</u> (b. 2 of 5 opportunities)* (c. 4 of 6 opportunities)* Vocabulary Strategy: Greek and Latin Suffixes Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <ol style="list-style-type: none"> a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). b. 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. 		<p><u>LAFS.5.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure <i>in which ideas are logically</i> grouped to support the writer’s purpose. b. Provide <i>logically ordered</i> reasons that supported by facts and details. c. Use linking words, phrases, and <i>clauses</i> (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
<p>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p>		
<p><u>LAFS.5.RI.3.7 Information from Multiple Print or Digital Sources</u> (3 of 6 opportunities)* Genre: Biography <i>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (2)</i></p>		

G5 Q1 Week 10

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