

ELA Journey's Grade 5 - Lesson 1

Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>ELA Standards:</p> <p>RL.5.2 RL.5.6 RL.5.10 L.5.4a RF.5.3a L.5.2e W.5.3a & b</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	T1 - apply how an experiment can clarify an idea	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1 - important to summarize texts U2 - a story's point of view influences the story U3 - context can help determine the meaning of unfamiliar words U4 - knowledge of syllable patterns help to read accurately U5 - orienting a reader with an introduction is important</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1 - How can an experiment clarify an idea?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>K1 - how a story's elements fit together to provide structure (text) K2 - how to recognize the VCV syllabication pattern (decoding) K3 - how to identify the subject and predicate in a sentence (grammar) K4 - how to recognize the VCV syllabication pattern (spelling) K5 - how to use context as a clue to the meaning of a word (vocab strategy) K6 - how to use narrative techniques and precise details (writing)</p>	<p><i>Students will be skilled at...</i></p> <p>S1 - Story Structure (Text) S2 - Summarize (Text) S3 - VCV Syllable Pattern (Decoding) S4 - Complete Sentences (Grammar) S5 - Short Vowels (Spelling) S6 - Using Context (Vocab Strategy) S7 - Shot Story (Narrative Writing)</p>

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> 1. Lesson 1 Independent Work 2. Lesson 1 Writing Task
	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 1. Weekly Lesson Test 2. Small Group Observations 3. Readworks.org Article-A-Day Book of Knowledge entries

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 1

ESTABLISHED GOALS ELA Standards: RL.5.2 RL.5.3 RL.5.5 L.5.4b RF.5.3a L.5.2e W.5.3b & d	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	T1 - apply how visual elements help us understand a text	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 - details help explain theme of story U2 - comparing characters show development U3 - scenes provide structure U4 - Greek and Latin roots are clues to meaning U5 - knowledge of syllable patterns help to read accurately U6 - Using dialogue helps to develop a story	ESSENTIAL QUESTIONS Q1 - How can art and performance help people understand a text?
	Acquisition	
	<i>Students will know...</i> K1 - how to determine the theme of a play from details in a text (text) K2 - how to recognize the VCV syllable pattern (decoding) K3 - how to use a variety of sentences in writing and speaking (grammar) K4 - how to spell grade-appropriate words with the long a and long e sounds (spelling) K5 - how to use common affixes as clues to meaning of words (vocab strategy) K6 - how to use narrative techniques and precise details (writing)	<i>Students will be skilled at...</i> S1 (Text) - Theme S2 (Text) - characterization S3 (Decoding) - vowel sounds in VCV syllable pattern S4 (Grammar) - kinds of sentences S5 (Spelling) - long a and long e S6 (Vocab Strategy) - prefixes (non-, un-, dis-, mis-) S7 (Narrative Writing) - Description Essay

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): 3. Lesson 2 Independent Work 4. Lesson 2 Writing Task
	OTHER EVIDENCE: 4. Weekly Lesson Test 5. Small Group Observations 6. Readworks.org Article-A-Day Book of Knowledge entries

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 2

ELA Journey's Grade 5 - Lesson 3

Stage 1 – Desired Results

ESTABLISHED GOALS ELA Standards:	Transfer
	<i>Students will be able to independently use their learning to...</i>
	T1 - explain why determination a good quality for a politician to have

RL.5.3 RF.5.3a L.5.2e L.5.3a W.5.3b	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 - comparing characters show development U2 - knowledge of syllable patterns help to read and spell accurately U3 - combining sentences create variety U4 - Using dialogue helps to develop a story U5 - context helps find meaning to words	ESSENTIAL QUESTIONS Q1 - Why is determination a good quality for a politician to have?
	Acquisition	
	<i>Students will know...</i> K1 - how to compare and contrast characters in a story (text) K2 - how to recognize the VCCV syllabication pattern (decoding) K3 - how to use complete subjects and predicates (grammar) K4 - how to spell grade-appropriate words with the long i and long o sounds (spelling) K5 - how to use context as a clue to determine meaning (vocab strategy) K6 - how dialogue can develop experiences and events (writing)	<i>Students will be skilled at...</i> S1 (Text) - compare and contrast S2 (Decoding) - VCCV Pattern S3 (Grammar) - Compound Sentences S4 (Spelling) - Long i and long o S5 (Vocab Strategy) - using context S6 (Narrative Writing) - dialogue

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): 5. Lesson 3 Independent Work 6. Lesson 3 Writing Task
	OTHER EVIDENCE: 7. Weekly Lesson Test 8. Small Group Observations 9. Readworks.org Article-A-Day Book of Knowledge entries

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 3

ELA Journey's Grade 5 - Lesson 4

Stage 1 – Desired Results

ESTABLISHED GOALS	<i>Students will be able to independently use their learning to...</i>
ELA Standards:	T1 - explain how being active in sports can improve someone's attitude
Meaning	

RI.5.1 RI.5.3 RI.5.7 L.5.4b RF.5.3a W.5.5	UNDERSTANDINGS <i>Students will understand that...</i> U1 - quoting text to explain what text says explicitly U2 - using multiple sources to explain a topic U3 - Greek and Latin roots are clues to meaning U4 - capitalization is needed for proper nouns U5 - knowledge of syllable patterns help to spell accurately U6 - planning and drafting are necessary to writing	ESSENTIAL QUESTIONS Q1 - How can being active in sports improve someone's attitude?
	Acquisition	

<i>Students will know...</i> K1 - how to identify sequence of events (text) K2 - how to recognize digraphs in multisyllabic words (decoding) K3 - how to use proper nouns in writing (grammar) K4 - how to spell grade-appropriate words with /oo/ and /yoo/ sounds (spelling) K5 - how to use affixes as clues to the meanings of words (vocab strategy) K6 - how to use the writing process to plan a fictional narrative (writing)	<i>Students will be skilled at...</i> S1 (Text) - sequence of events S2 (Decoding) - digraphs in multisyllabic words S3 (Grammar) - common and proper nouns S4 (Spelling) - vowel sounds /oo/, /yoo/ S5 (Vocab Strategy) - suffixes (-ion, -tion) S6 (Narrative Writing) - Prewrite fictional narrative
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): 7. Lesson 4 Independent Work 8. Lesson 4 Writing Task
	OTHER EVIDENCE: 10. Weekly Lesson Test 11. Small Group Observations 12. Readworks.org Article-A-Day Book of Knowledge entries

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 4

ELA Journey's Grade 5 - Lesson 5

Stage 1 – Desired Results

ESTABLISHED GOALS ELA Standards: RL.5.2 L.5.4b RF.5.3a W.5.3b	<i>Students will be able to independently use their learning to...</i>	
	T1 - explain how overcoming a challenge can change someone's life	
Meaning		
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS

	<p>U1 - details help explain theme of story</p> <p>U2 - Using dialogue helps to develop a story</p> <p>U3 - knowledge of syllable patterns help to spell and read accurately</p> <p>U4 - Greek and Latin roots are clues to meaning</p> <p>U5 - planning and drafting are necessary to writing</p>	<p>Q1 - How can overcoming a challenge change someone's life?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>K1 - how to determine the theme of a story from details in the text (text)</p> <p>K2 - how to use knowledge of syllabication patterns of stressed and unstressed syllables to read accurately (decoding)</p> <p>K3 - how to use exact nouns in writing (grammar)</p> <p>K4 - how to spell grade-appropriate words with /ou/, /o/ and /oi/ sounds (spelling)</p> <p>K5 - how to use suffixes as clues to determine word meaning (vocab strategy)</p> <p>K6 - how to use the writing process to draft, revise, and edit a fictional narrative (writing)</p>	<p><i>Students will be skilled at...</i></p> <p>S1 (Text) - theme</p> <p>S2 (Text) - dialogue</p> <p>S3 (Decoding) - stressed and unstressed syllables</p> <p>S4 (Grammar) - singular and plural nouns</p> <p>S5 (Spelling) - vowel sounds /ou., /o/, /oi/</p> <p>S6 (Vocab Strategy) - suffixes (-lym -ful)</p> <p>S7 (Narrative Writing) - Write fictional narrative</p>

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>9. Lesson 5 Independent Work</p> <p>10. Lesson 5 Writing Task</p>
	<p>OTHER EVIDENCE:</p> <p>13. Weekly Lesson Test</p> <p>14. Small Group Observations</p> <p>15. Readworks.org Article-A-Day Book of Knowledge entries</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 5

ELA Journey's Grade 5 - Lesson 6

Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>ELA Standards:</p>	<i>Students will be able to independently use their learning to...</i>	
	T1 -	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1 -</p> <p>U2 -</p> <p>U3 -</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1 -</p>

	U4 - U5 - U6 -	
Acquisition		
	<i>Students will know...</i> K1 - (text) K2 - (decoding) K3 - (grammar) K4 - (spelling) K5 - (vocab strategy) K6 - (writing)	<i>Students will be skilled at...</i> S1 (Text) - S2 (Text) - S3 (Decoding) - S4 (Grammar) - S5 (Spelling) - S6 (Vocab Strategy) - S7 (Narrative Writing) -

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
	<p>PERFORMANCE TASK(S):</p> <p>11. Lesson 6 Independent Work 12. Lesson 6 Writing Task</p>
	<p>OTHER EVIDENCE:</p> <p>16. Weekly Lesson Test 17. Small Group Observations 18. Readworks.org Article-A-Day Book of Knowledge entries</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

See Instructional Lesson Design Plans for Lesson 6