

## 5th Grade ELA Course Information

<b>Module</b>	<b>Study Module Topics</b>	<b>Estimated Time</b>
Module 1	Cultures in Conflict	Quarter 1
Module 2	Word Play	Quarter 2
Module 3	A War Between Us	Quarter 3
Module 4	Breaking Barriers	Quarter 4

### Primary Resources:

- Wit & Wisdom Grade 5
- Ohio's Fifth Grade ELA Learning Standards: Ohio Department of Education (2017)
- Ohio's Fifth Grade ELA Model Curriculum: Ohio Department of Education (2018)
- MegaWords
- Heggerty Bridge the Gap Phonemic Awareness: Dr. Michael Heggerty

### Supplemental Resources

- Lexia
- RazKids

<b>Grade 5 Module 1: Cultures in Conflict</b>	
Summary	This module gives fifth-grade students the opportunity to learn about one of America’s most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce.
Essential Question	How do cultural beliefs and values guide people?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Explain how U.S. westward expansion impacted Native American cultures in the West.</li> <li>● Identify the <b>values and beliefs that are important to a group of people</b>, specifically those of the Nez Perce, U.S. government, and early white settlers.</li> <li>● Explain how <b>values and beliefs of a culture</b>, particularly those of the Nez Perce, U.S. government, and early white settlers, <b>motivate and influence actions</b>, and how those actions can lead to <b>conflict</b>.</li> <li>● Explain how values and beliefs can differ within a culture and cause tension among that culture’s peoples.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Determine the <b>main or central ideas of informational texts</b> and explain how <b>key details support them</b>. (RI.5.2)</li> <li>● <b>Summarize informational text</b>, paraphrasing main ideas in a shortened version. (RI.5.2)</li> <li>● <b>Summarize stories and chapters of novels</b>, describing characters, setting, conflict, key events, and outcome or resolution. (RL.5.2)</li> <li>● Analyze and explain the <b>relationship and interactions between different groups</b> and concepts, explaining the impact of one group or concept upon the other. (RI.5.1, RI.5.3)</li> <li>● Analyze <b>characters’ thoughts, words, and actions to infer their individual and cultural beliefs and values</b>, supporting inferences with text evidence. (RL.5.1)</li> <li>● <b>Compare and contrast characters in stories</b>, drawing on specific details in the text to support analysis. (RL.5.1, RL.5.3)</li> <li>● Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. (RL.5.2, RL.5.3, RL.5.9)</li> <li>● Analyze how Chief Joseph’s “Lincoln Hall Speech” conveys cultural beliefs and values of the Nez Perce. (RI.5.1, RI.5.2, RI.5.3)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Create a <b>written summary</b> that conveys main ideas and key details of an informational text. (RI.5.2, W.5.2)</li> <li>● <b>Cite, paraphrase, and elaborate on evidence</b> from literary and informational texts, providing source information and necessary context, in preparation for written analysis. (RL.5.1, RI.5.1, W.5.2, W.5.8)</li> <li>● <b>Craft topic statements</b> for explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points. (W.5.2.a)</li> <li>● <b>Craft thesis statements for explanatory essays</b>, including comparison-contrast essays, that state an essential idea about a topic and include two key points. (W.5.2.a)</li> <li>● <b>Create focused, well-organized explanatory and comparison-contrast</b></li> </ul>

	<b>paragraphs and essays</b> , developing the topic with evidence and elaboration and with task, purpose, and audience in mind. (W.5.2)
End of Module Task	Writing Type: Informative  Students write an essay to explain how Chief Joseph’s speech conveys Nez Perce values, developing ideas with evidence from the speech
Core Texts	<ul style="list-style-type: none"> <li>● Novel (Literary) <ul style="list-style-type: none"> <li>○ Thunder Rolling in the Mountains, Scott O’Dell and Elizabeth Hall</li> </ul> </li> <li>● Speech <ul style="list-style-type: none"> <li>○ “Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez Perce</li> </ul> </li> </ul>
Word Study	Megawords Book 2: <ul style="list-style-type: none"> <li>● List 9: ly, ty, ful, ment, fully, ness, some, less, s, es (suffixes)</li> <li>● List 10: ing, er, est, en, ish, y (suffixes)</li> <li>● List 11: Three sounds of ed (suffixes)</li> </ul>
Additional Resources	<ul style="list-style-type: none"> <li>● <a href="#">Content Connections</a></li> <li>● <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 1)</li> </ul>

<b>Grade 5 Module 2: Word Play</b>	
Summary	The English language, with its rich, hybrid history and innumerable sounds and word choices, is ripe with opportunity for wordplay.
Essential Question	How and why do writers play with words?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Analyze <b>how authors use wordplay</b> meaningfully.</li> <li>● Explain the relationship between <b>wordplay and humor and wordplay and meaning</b>.</li> <li>● Recognize and explain <b>examples of wordplay</b> in various media.</li> <li>● Develop understanding of different ways that <b>writers use wordplay to create humor, interest, and meaning</b>.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Distinguish between the <b>literal and figurative meanings of words</b> and phrases, and determine their meanings in a text. (RL.5.4, L.5.4.a, L.5.5.a, L.5.5.b, L.5.5.c)</li> <li>● Trace and describe the <b>narrative structure of individual episodes</b> in The Phantom Tollbooth and explain how they function in developing the story’s overall plot structure. (RL.5.5)</li> <li>● Analyze <b>how illustrations enrich readers’ experiences</b> of character, settings, and wordplay in The Phantom Tollbooth. (RL.5.7)</li> <li>● Explain how Norton Juster <b>uses wordplay to develop characters, settings, and plot</b> in The Phantom Tollbooth, and infer literal meanings of words through close analysis of Juster’s descriptions of settings and characters. (RL.5.4)</li> <li>● <b>Determine themes</b> in The Phantom Tollbooth based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text. (RL.5.1, RL.5.2)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Purposefully <b>structure events in an imagined narrative</b> to create exposition and develop characters, conflict, resolution, and meaning. (W.5.3.a, W.5.3.b, W.5.3.d, W.5.3.e)</li> <li>● Convey character personality, traits, and conflict <b>using dialogue</b>. (W.5.3.b)</li> <li>● Use <b>descriptive and sensory language</b> to convey setting and characters and illuminate wordplay. (W.5.3.d)</li> <li>● Strengthen narrative writing by planning and revising dialogue sequences to <b>develop character and conflict and illuminate themes</b>. (W.5.3.b, W.5.5)</li> <li>● Articulate and <b>elaborate on a central theme of a literary text</b> by writing an explanatory paragraph. (RL.5.2, W.5.2)</li> </ul>
End of Module Task	<p>Writing Type: Narrative</p> <p>Students write an “exploded moment,” expanding on a scene from the text to express their understanding of wordplay and themes in the text.</p>
Core Texts	<ul style="list-style-type: none"> <li>● Novel (Literary) <ul style="list-style-type: none"> <li>○ The Phantom Tollbooth, Norton Juster</li> </ul> </li> </ul>
Word Study	<p>Megawords Book 2:</p> <ul style="list-style-type: none"> <li>● List 12: Vowel suffixes</li> <li>● List 13: Re, de, ex, pre, per, sub, un, in, pro (prefixes)</li> </ul>

	<ul style="list-style-type: none"><li>List 14: inter, o, trans, con, dis, mis, ad, ab, ob (prefixes)</li></ul>
Additional Resources	<a href="#">Content Connections</a> <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 2)

<b>Grade 5 Module 3: A War Between Us</b>	
Summary	How does war impact people and forever change their lives? Students examine this question in Module 3 through the eyes of young soldiers who experienced the Civil War, and the perspective of a young woman who nearly loses her twin brother to the war.
Essential Question	How did the Civil War impact people?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Explain the <b>major factors</b> in both the North and South that <b>led to the start of the Civil War</b>.</li> <li>● Analyze the <b>impact that the Civil War had</b> on men and women, soldiers, civilians, and free people of color in New Orleans.</li> <li>● <b>Compare and contrast</b> the expectations and reality of war for boy soldiers in both the North and the South during the Civil War, and <b>how their experiences shaped their perspectives</b> on war.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Interpret <b>key metaphors and similes</b> in <i>The River Between Us</i>, and explain how they reveal important insights into characters, events, and themes in the story. (RL.5.4)</li> <li>● Analyze how a <b>narrator's point of view influences</b> descriptions of events, and how events would be described differently from another character's point of view. (RL.5.6)</li> <li>● Explain <b>how an author supports main point(s)</b> with reasons and evidence in a text. (RI.5.8)</li> <li>● <b>Examine multiple first-hand accounts of war</b>, described by Northern and Southern boy soldiers, and identify <b>similarities and differences in their points of view</b>. (RI.5.6)</li> <li>● <b>Determine the meanings of words and phrases</b> in informational texts in order to build background knowledge of the Civil War. (RI.5.4)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Write <b>opinion pieces</b>, presenting and supporting an opinion with reasons and evidence from the text. (W.5.1, W.5.4)</li> <li>● <b>Present an opinion, supporting a point of view with logical reasons and ideas</b>, as appropriate to task, purpose, and audience. (W.5.1, W.5.4)</li> <li>● <b>Write a journal entry to present an opinion from the first-person point of view of a narrator</b> in <i>The River Between Us</i>, to demonstrate understanding of points of view and the impact of war on different people/characters. (W.5.1, RL.5.6)</li> <li>● Based on guidance and support from teachers and peers, strengthen writing by taking a piece through <b>multiple focused revisions</b>. (W.5.5)</li> </ul>
End of Module Task	<p>Writing Type: Opinion</p> <p>Students write an opinion essay to express their opinion about how the Civil War affected the Pruitt family from <i>The River between Us</i>.</p>
Core Texts	<ul style="list-style-type: none"> <li>● Historical Account (Informational) <ul style="list-style-type: none"> <li>○ The Boys' War, Jim Murphy</li> </ul> </li> <li>● Novel (Literary)</li> </ul>

	○ The River Between Us, Richard Peck
Word Study	MegaWords Book 4: <ul style="list-style-type: none"><li>● List 20: er, or, ar, ard, ward (suffixes)</li><li>● List 21: tion (suffix)</li><li>● List 22: sion, cion (suffixes)</li></ul>
Additional Resources	<a href="#">Content Connections</a> <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 3)

<b>Grade 5 Module 4: Breaking Barriers</b>	
Summary	Students develop an understanding of the sheer power of sports to bring people together, to challenge injustices, and to provide hope for the future.
Essential Question	How can sports influence individuals and societies?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Explain how the Negro Leagues created opportunities for African American baseball players and paved the way for the integration of Major League Baseball.</li> <li>● Explain how <b>individual athletes, teams, and coaches throughout history have challenged barriers</b> of race, gender, and culture, as well as physical barriers.</li> <li>● Develop an understanding of how <b>sports can unify people, create opportunities, break down barriers in societies, inspire hope for youth, and strengthen individuals and communities.</b></li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● <b>Quote accurately from the text</b> to support one’s ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text. (RI.5.1)</li> <li>● <b>Compare and contrast text structures of events, ideas, concepts, or information</b> in two or more informational texts to support understanding of the texts’ main ideas or points. (RI.5.5)</li> <li>● <b>Draw on information from multiple sources to answer research questions</b> about influential athletes, teams, and sports-focused organizations. (RI.5.7)</li> <li>● <b>Synthesize information from multiple sources on the same topic</b> to inform and support one’s ideas, in both speaking and writing. (RI.5.9)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Clearly <b>organize and develop ideas</b> in writing as appropriate for the task, audience, and purpose. (W.5.4)</li> <li>● With some guidance and support from adults, individually and collaboratively <b>produce and publish writing using technology.</b> (W.5.6)</li> <li>● <b>Conduct research to build knowledge about a topic by gathering and synthesizing relevant information from several sources;</b> paraphrasing and summarizing relevant information in notes and finished work; and providing a list of sources. (W.5.7, W.5.8)</li> </ul>
End of Module Task	<p>Writing Type: Informative—Research</p> <p>Students research a soccer organization and write an essay to describe how the organization influences individuals and societies.</p>
Core Texts	<ul style="list-style-type: none"> <li>● Cutout <ul style="list-style-type: none"> <li>○ The Fall of Icarus (1943), Henri Matisse</li> </ul> </li> <li>● Literary Nonfiction (Informational) <ul style="list-style-type: none"> <li>○ We Are the Ship: The Story of Negro League Baseball, Kadir Nelson</li> </ul> </li> </ul>
Word Study	<p>MegaWords Book 4</p> <ul style="list-style-type: none"> <li>● List 23: ous, age (suffixes)</li> <li>● List 24: tu, ture, sure (suffixes)</li> <li>● List 25: able, ible, cle (suffixes)</li> </ul>

Additional Resources

[Content Connections](#)

[Volume of Reading Book List and Additional Texts](#) (see Module 4)