



Curriculum Overview 2017-2018

Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Adopted Instructional Materials: Pearson, Reading Street; National Geographic, Science

YEAR AT A GLANCE											
1-1 <i>Nature of Science Geography Narrative</i>	1-2 <i>Life Science Geography Narrative</i>	1-3 <i>Life Science Native Americans Opinion</i>	2-1 <i>Earth Science Native Americans Opinion</i>	2-2 <i>Earth Science Exploration Inf/Exp</i>	2-3 <i>Physical Science Colonial America Inf/Exp</i>	3-1 <i>Physical Science Colonial America Narrative</i>	3-2 <i>Physical Science American Revolution Narrative</i>	3-3 <i>Physical Science Founding the Nation Inf/Exp</i>	4-1 <i>Just in Time Science Founding the Nation Inf/Exp</i>	4-2 <i>Elem Science Expo Westward Expansion Opinion</i>	4-3 <i>Additional Studies in Science Westward Expansion Opinion</i>
Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 10-14 days
Quarter 1 – 45 Days			Quarter 2 – 45 Days			Quarter 3 – 45 Days			Quarter 4 – 45 Days		

Click [HERE](#) to view the
Literacy – Grade 5 LAFS Aligned Learning Goals

Click [HERE](#) to view the
Literacy – Grade 5 Curriculum Overview

Click [HERE](#) to view the
Literacy – **Grade 5 ELA Standards for Excellence**

Click [HERE](#) to view the
Science-Grade 5 PSELL Planning Guide





Concept 1-1
Quarter 1

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.


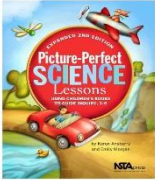
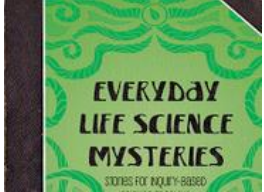
Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 1-1

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>LAFS.5.RI.2.5 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.</p> <p>LAFS.5.RI.3.7 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.</p> <p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.</p> <p>SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.</p> <p>SC.5.N.1.4 Identify a control group and explain its importance in an experiment.</p> <p>SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."</p> <p>SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable explanation must always be linked with evidence.</p> <p>SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS).</p> <p>SS.5.G.1.2 Use latitude and longitude to locate places.</p> <p>SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.</p> <p>SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p>

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			SS.5.G.4.1 Use geographic knowledge and skills when discussing current events. Remarks/Examples: Examples are recognizing patterns, mapping, graphing.		
LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.		
LAFS.5.SL.2.4 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.					
LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.					
LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					
Big Ideas					
Science			Social Studies		
We can think like a scientist.			Location affects how people live		
Essential Outcome Questions					
Science			Social Studies		
How do you think like a scientist?			How do we describe and show location?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	Quote accurately from a text when explaining what the text says explicitly. Determine two main ideas of a text and explain how they are supported by key details. Summarize the text.	National Geographic Science, Science Methods & Process Skills Reading Street possible text selections, A Model Scientist (U3 W3 paired) A Dream in Her Heart (U1 W1 Sleuth)		
	Craft & Structure	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect) of events, ideas, concepts, or information in two texts.			
	Integration of Knowledge & Ideas	Draw on information from multiple print sources, demonstrating the ability to locate an answer to a question quickly. Draw on information from multiple digital sources, demonstrating the ability to locate an answer to a question quickly.			

<p style="text-align: center;">Science</p>	<p>SC.5.N.1.1</p> <ul style="list-style-type: none"> • Evaluate a written procedure or experimental setup. • Identify appropriate forms of record keeping. • Interpret and analyze data to explain the results. • Identify a control group as the group not given a treatment being tested. • Recognize that all conditions between a control group and an experimental group must be kept the same. • Explain that a control group is important because it helps ensure that the results of an experiment can be explained only by the treatment or variable being tested. <p>SC.5.N.2.1</p> <ul style="list-style-type: none"> • Identify the differences between personal interpretation and verified observation. • Identify the differences between examples of evidence or observations (empirical) and personal opinions. <p>SC.5.N.2.2</p> <ul style="list-style-type: none"> • Explain the reason for differences in data across groups as a result of using different tools and procedures. • Identify and explain the need for repeated trials in a scientific investigation. 	<p style="text-align: center;">National Geographic Science, Science Methods & Process Skills</p> <p style="text-align: center;"></p> <p>SC.5.N.1.1</p> <ul style="list-style-type: none"> • Doing Science • What is a Hypothesis? <p style="text-align: center;"><u>Grade 5 Science Supplemental Materials</u></p>	<p style="text-align: center;"></p> <p>SC.5.N.1.1/SC.5.N.1.4</p> <ul style="list-style-type: none"> • Rice is Life (previous use Grade 3/4 Academic Plan) <p>SC.5.N.1.1</p> <ul style="list-style-type: none"> • What's Poppin? <p>SC.5.N.2.1</p> <ul style="list-style-type: none"> • Earthlets (previous use Grade 3 Academic Plan) <p>SC.5.N.2.2</p> <ul style="list-style-type: none"> • Brainstorms • If I Build a Car <p style="text-align: center;"></p> <p>SC.5.N.1.1</p> <ul style="list-style-type: none"> • Springtime in the Greenhouse <p>SC.5.N.2.1/SC.5.N.2.2</p> <ul style="list-style-type: none"> • A Tasteful Story
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Social Studies	<p>SS.5.A.1.1</p> <ul style="list-style-type: none"> Compare graphs using primary and secondary sources. <p>SS.5.G.4.2</p> <ul style="list-style-type: none"> Use maps to find solutions for geographical problems. <p>State Statute: Constitution Day is Thursday, September 17th.</p> <p>State Statute: Freedom Week is September 21st - 25th.</p>	<p><i>Smart Exchange,</i> *Kinds of Maps *Fifty Nifty States</p> <p>World Atlas (grades 3-6) Geography and State Practice Lizard Point Geography.com <i>National Geographic,</i> Map Skills for Elementary Students</p> <p>Center for Civic Education The Constitution: Primary Source Set The U.S. Constitution Power Grab Game Kids in the House Ben's Guide to U.S. Government</p> <p>Social Studies Supplemental Materials</p>	
Reading Literature	<p>Quote accurately from a text when explaining what the text says explicitly.</p> <p>Determine a theme of a poem from details in the text.</p> <p>Include how the speaker in a poem reflects upon a topic.</p> <p>Summarize the poem.</p> <p>Explain how a series of stanzas fit together to provide the overall structure of a particular poem.</p>	<p><i>Reading Street Poetry Collection,</i> The Microscope (5.1, pg. 170-171) Your World-Anchor Literary Text (5.2, pg. 312)</p> <p><i>Reading Street possible text selections,</i> The Tree of Heaven (U1 W5 Sleuth) The Bone and the Tooth (U3 W3 Sleuth)</p>	
Speaking & Listening	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>See RI and RL text selections</p>	

	Summarize a written text read aloud.		
Writing	<p>narrative</p> <p>Write to orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>Organize an event sequences that unfolds naturally. Write using narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations.</p> <p>Write using a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Write using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing a Narrative Piece (RLA5082, RLA5083, CWRLA5085, QZRLA5084) Building the Situation, Characters, and Events (RLA5086, RLA5087, CWRLA5089, QZRLA5088) Using Dialogue, Description, and Suggested Pacing (RLA5090, RLA5091, CWRLA5093, QZRLA5092) Using Transitions and Details and Writing a Conclusion (RLA5094, RLA5095, CWRLA5097, QZRLA5096)</p>	
Language	<p>Conventions: four kinds of sentences; subjects and predicates</p> <p>Spelling: short vowel VCCV, VCV; long vowel VCV</p> <p>Handwriting: letter size and proportion; letter form and shape</p>	<p><i>Reading Street,</i> Unit 1 Weeks 1-2</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	Phonics/Word Analysis: suffix -ly, Greek and Latin roots		
Annual Heritage and History	<p>September/October: Hispanic Heritage Month</p> <p>The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.</p>		

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Concept 1-2
Quarter 1

Academic Plan 2017-2018

Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 1-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.3 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.</p> <p>LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>LAFS.5.RL.3.7 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).</p> <p>LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.1.2 Explain the difference between an experiment and other types of scientific investigation.</p> <p>SC.5.N.1.5 Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."</p> <p>SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.</p> <p>SC.5.L.17.1 (AA) Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> <p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS).</p> <p>SS.5.G.1.3 Identify major United States physical features on a map of North America. Remarks/Examples: Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.</p> <p>SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information</p> <p>SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.</p>

LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.2.4 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.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and Suggested Pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.


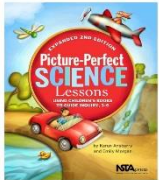
LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.
Remarks/Examples: Examples are recognizing patterns, mapping, graphing.

SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Big Ideas	
Science	Social Studies
Interdependence	Location affects where and how people live
Essential Outcome Questions	
Science	Social Studies
What is life science? How do living things survive and change?	How do we describe and compare location?

Aligned Learning Goals			Resources	Strategies for Differentiation
			Click HERE for Additional Resources	
Reading Informational	Key Ideas & Details	Explain the relationships or interactions between two events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<i>National Geographic Science,</i> Chapter 1: How do Living Things Survive and Change? Explore On Your Own: Do Elephants Talk? <i>Reading Street possible text selections,</i> How to Fold the American Flag (U2 W2 paired) The Dinosaurs of Waterhouse Hawkins (U3 W3 main) Exploding Ants (U4 W3 main) The Art of Mimicry (U4 W3 paired) The Truth About Austin's Amazing Bats (U6 W1 main) The Animals in My Life (U6 W1 paired) A "Coat" of Many Colors (U4 W3 Sleuth) The Big Move (U4 W4 Sleuth)	
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
	Integration of Knowledge & Ideas	Explain how an author uses reasons and evidence to support particular points in a text. Identify which reasons support which point(s).		
Science	<u>SC.L.15.1/SC.L.17.1</u> <ul style="list-style-type: none"> Explain how organisms use many different kinds of adaptations that let them survive and reproduce in their environment. (e.g., body/stem covering, body fat, leaf shape, body shape, teeth, claws, acute eyesight/hearing, etc.). Compare Instinctive and learned behaviors and how they enable animals to survive in their environments. Recognize how life cycles can help plants and animals survive in their environments. Describe how plant and animal populations change when their environment changes. <u>SC.5.N.1.6</u> <ul style="list-style-type: none"> Recognize and explain that a verified observation is objective and has been tested and supported by direct evidence/ facts, while a personal opinion/interpretation is a subjective expression of a thought that may be based on logic and reason but is not necessarily based on testable evidence/facts. 		<i>National Geographic Science,</i> Chapter 1: How do Living Things Survive and Change? Explore On Your Own: Do Elephants Talk? Florida Science Inquiry and Writing Book  <u>Formative Science Probes</u> SC.5.L.15.1 <ul style="list-style-type: none"> Adaptation Is it "Fitter?" SC.5.17.1 <ul style="list-style-type: none"> Habitat Change SC.5.L.1.6 <ul style="list-style-type: none"> Doing Science <u>Grade 5 Science Supplemental Materials</u>	 SC.5.17.1 <ul style="list-style-type: none"> Close Encounters

Social Studies	SS.5.G.1.3 <ul style="list-style-type: none"> Describe and compare the physical features of the regions of the world. Identify major United States physical features on a map of North America. SS.5.G.4.1 <ul style="list-style-type: none"> Describe how the geography of an area affects the way people live in that area. 	Social Studies Supplemental Materials	SMART Exchange, Landforms: Who Am I?
Reading Literature	Key Ideas & Details	<p><i>Reading Street possible text selections,</i> At the Beach-Literary Anchor Text (U2 W1 main) The Eagle and the Bat (U2 W1 paired) Journey to the Center of the Earth-Literary Anchor Text (U5 W4 main) The Sea Battle (U5 W4 paired)</p> <p><i>Reading Street Poetry Collection,</i> Desert Tortoise, Camel (5.2, pg. 162-163)</p> <p><i>Additional Text,</i> The Moving Picture Girls Under the Palms</p>	
	Craft & Structure		
	Integration of Knowledge & Ideas		
Speaking & Listening	<p>Compare and contrast two characters in a story, drawing on specific details in the text (e.g., how characters interact).</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes.</p> <p>Analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction).</p> <p>Analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction).</p> <p>Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to similar themes and topics.</p>	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Summarize the points a speaker makes.</p> <p>Include multimedia components (e.g., graphics and sound) in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>See RI and RL text selections</p>

Writing	<p>narrative</p> <p>Write to organize an event sequences that unfolds naturally.</p> <p>Write using narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations.</p> <p>Write using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>Write narratives that orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequences that unfolds naturally; use narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations; use concrete words and phrases and sensory details to convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing a Narrative Piece (RLA5082, RLA5083, CWRLA5085, QZRLA5084) Building the Situation, Characters, and Events (RLA5086, RLA5087, CWRLA5089, QZRLA5088) Using Dialogue, Description, and Suggested Pacing (RLA5090, RLA5091, CWRLA5093, QZRLA5092) Using Transitions and Details and Writing a Conclusion (RLA5094, RLA5095, CWRLA5097, QZRLA5096)</p>	
Language	<p>Conventions: independent and dependent clauses; compound and complex sentences; common, proper and collective nouns</p> <p>Spelling: long vowel digraphs; adding <i>-ed</i> and <i>-ing</i>; contractions</p> <p>Handwriting: letter slant and s Pacing; letter s Pacing; cursive l and L</p>	<p><i>Reading Street,</i> Unit 1 Weeks 3-5</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Phonics/Word Analysis: compound words; shades of meaning; suffix <i>-ing</i></p>		

Annual Heritage and History	<p>September/October: Hispanic Heritage Month</p> <p>The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.</p>		
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Concept 1-3
Quarter 1


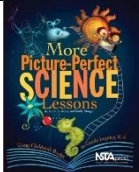
Academic Plan 2017-2018 **Literacy – Grade Five (Course #5010046, #5020060, #5021070)**

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
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Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

<p>Concept Description: Concept 1-3</p>	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.3 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.</p> <p>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>LAFS.5.RL.3.7 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).</p> <p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.1.4 Identify a control group and explain its importance in an experiment.</p> <p>SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable explanation must always be linked with evidence.</p> <p>SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>SC.5.L.14.1 (AA) Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p> <p>SC.5.L.14.2 (AA) Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p>SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the</p>

LAFS.5.SL.2.4 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.			Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). Remarks/Examples: may include, but are not limited to, those listed in the benchmark SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools Remarks/Examples: Examples are maps, globes, and Geographic Information Systems.		
Big Ideas					
Science			Social Studies		
Organization and Development of Living Organisms			Culture influences the way people live		
Essential Outcome Questions					
Science			Social Studies		
How do parts of living things work together?			What makes a civilization? How does location affect the way people live?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	Explain the relationships or interactions between two events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	National Geographic Science, Chapter 2: How Do Parts of Living Things Work Together? Explore On Your Own: The Beat Goes On		
	Craft & Structure	Analyze multiple accounts of the same event or topic, noting important similarities.	Reading Street possible text selections, The Mystery of Saint Matthew Island (U6 W2 main) City Hawks (U6 W2 paired) Seven Survival Questions (U1 W3 paired)		
	Integration of Knowledge & Ideas	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
Science	SC.5.L.14.1 <ul style="list-style-type: none">Identify and describe the function of organs in the human body. SC.5.L.14.2	National Geographic Science, Chapter 2: How Do Parts of Living Things Work Together? Explore On Your Own: The Beat Goes On Florida Science Inquiry and Writing Book			

		<ul style="list-style-type: none"> Compare and contrast the function of organs and physical structures of plants and animals. (Including humans) 	 <p>SC.5.L.14.1</p> <ul style="list-style-type: none"> Human Body Basics Digestive System <p>SC.5.L.14.2</p> <ul style="list-style-type: none"> Functions of Living Things <p><u>Grade 5 Science Supplemental Materials</u></p>	 <p>SC.5.L.14.2</p> <ul style="list-style-type: none"> Wiggling Worms (previous use Grade 2/4 Academic Plan)
Social Studies		<p>SS.5.A.1.1</p> <ul style="list-style-type: none"> Use primary and secondary sources to compare Native American artifacts. <p>SS.5.A.2.1</p> <ul style="list-style-type: none"> Describe the culture, government, education and religion as aspects of a civilization. <p>SS.5.A.2.2</p> <ul style="list-style-type: none"> Describe how the desert affected the lives of Native Americans of the Southwest. <p>SS.5.A.2.3</p> <ul style="list-style-type: none"> Explain how having so many resources available affected the people in the Pacific Northwest. 	<p><i>Safari Montage,</i> Pueblo (18 min.) Native Pueblo of the Southwest (12 min)</p> <p><i>Smart Exchange,</i> *Homes of American Indians (Review)</p> <p><u>Social Studies Supplemental Materials</u></p>	
Reading Literature	Key Ideas & Details	Compare and contrast two characters, settings, or events in a story, drawing on specific details in the text (e.g. how characters interact).	<p><i>Reading Street possible text selections,</i> The Skunk Ladder (U5 W1 main) Island of the Blue Dolphins (U1 W3 main) A Summer's Trade-Literary Anchor Text (U2 W4 main) Thunderbird and Killer Whale-Myth (U2 W4 paired)</p> <p>Multimedia-Myth</p>	
	Craft & Structure	Describe a narrator's or speaker's point of view.		

	Integration of Knowledge & Ideas	Analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., myth). Analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., myth).		
Speaking & Listening		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. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Writing		opinion Write to introduce a topic or text clearly. Write to state an opinion. Create an organizational structure in which ideas are logically grouped. Write to provide logically ordered reasons that are supported by facts and details. Provide a concluding statement or section related to the opinion presented.	Florida Standards Writing Guide <i>Compass,</i> Writing an Opinion Piece (RLA5050, RLA5051, CWRLA5053 QZRLA5052) Introducing a Topic and Organizing Support (RLA5054, RLA5055, CWRLA5057, QZRLA5056) Organizing and Providing Reasons (RLA5058, RLA5059, CWRLA5061, QZRLA5060) Linking Words and a Conclusion (RLA5062, RLA5063, CWRLA5065, QZRLA5064)	
Language		Conventions: regular and irregular plural nouns; possessive nouns; action and linking verbs Spelling: digraphs <i>th, sh, ch, ph</i> ; irregular plurals; vowel sounds with <i>r</i> Handwriting: cursive h and H; cursive k and K; cursive t and T		
Reading Foundational		Phonics/Word Analysis: Spanish word origins; French word origins; suffixes <i>-tion, -ion</i>	Reading Street, Unit 2 Weeks 1-3 Florida Standards Phonics Handbook	

Annual Heritage and History Month Observance	<p>October: National Disability Employment Awareness Month</p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		
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Concept 2-1
Quarter 2


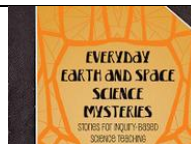
Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 2-1	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RL.2.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LAFS.5.SL.2.4 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.</p> <p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>SC.5.E.5.1 (AA) Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.</p> <p>SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p>SC.5.E.5.3 (AA) Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</p> <p>SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</p> <p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Remarks/Examples: Examples are maps, globes, and Geographic Information Systems.</p> <p>SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.</p>

<p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>					
Big Ideas					
Science			Social Studies		
Earth in Space and Time			Culture influences the way people live		
Essential Outcome Questions					
Science			Social Studies		
What is earth science? What makes up the solar system?			What evidence can you use to explain how location affects the way people live?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	Quote accurately from a text when drawing inferences from the text.	National Geographic Science, Chapter 3: What Makes Our Solar System Explore On Your Own: Saturn The Ring World Reading Street possible text selections, Talk With an Astronaut (U5 W3 main) Women Astronauts (U5 W3 paired)		
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			

	Integration of Knowledge & Ideas	Explain how an author uses reasons and evidence to support particular points in a text. Identify which evidence supports which point(s).		
Science	SC.5.E.5.1 <ul style="list-style-type: none">identify the basic components of a galaxy (gas, dust, and many stars) SC.5.E.5.2 <ul style="list-style-type: none">recognize that planets orbit around a star, such as the Sunrecognize other common characteristics of all planets including orbit, rotation, axial tilt, atmosphere, gravity, and massrecognize that there are two main types of planets: large “gas giants” and smaller, terrestrial planetsrecognize that inner planets tend to be orbited by few or no moons, while outer planets tend to be orbited by several moonsidentify the four inner terrestrial planets (Mercury, Venus, Earth, and Mars) and the four outer (Jupiter, Saturn, Uranus, Neptune) SC.5.E.5.3 <ul style="list-style-type: none">distinguish among objects in our solar system (planets, dwarf planets, moons, asteroids, and comets) based on their relative positions and/or their characteristics.	<p><i>National Geographic Science,</i> Chapter 3: What Makes Our Solar System Explore On Your Own: Saturn The Ring World Florida Science Inquiry and Writing Book</p>  <p>SC.5.E.5.2</p> <ul style="list-style-type: none">Summer Talk <p>SC.5.E.5.3</p> <ul style="list-style-type: none">Summer TalkObjects In The SkyWhere Would It Fall?MoonlightLunar EclipseSolar Eclipse <p><u>Grade 5 Science Supplemental Materials</u></p>	 <p>SC.5.E.5.3</p> <ul style="list-style-type: none">Moon TricksWhat’s the Moon Like Around the World?	
Social Studies	SS.5.A.2.3 <ul style="list-style-type: none">Explain how the bison affected the lives of Native Americans of the Great Plains. SS.5.A.2.2 <ul style="list-style-type: none">Compare and contrast farming in different parts of the Eastern Woodlands.	<p><i>Safari Montage,</i> Comparing the lives of Native Peoples (23 min)</p> <p><u>Social Studies Supplemental Materials</u></p>		

Reading Literature	Key Ideas & Details	Quote accurately from a text when drawing inferences from the text.	<p><i>Additional Text,</i> When I Heard the Learn'd Astronomer</p> <p><i>Reading Street possible text selections,</i> Charlotte's Space Travel (U5 W3 Sleuth)</p>	
	Craft & Structure	Describe how a narrator's or speaker's point of view influences how events are described.		
Speaking & Listening	<p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>			
Writing	<p>opinion</p> <p>Write to introduce a topic or text clearly.</p> <p>Write to state an opinion.</p> <p>Create an organizational structure in which ideas are logically grouped.</p> <p>Write to provide logically ordered reasons that are supported by facts and details.</p> <p>Provide a concluding statement or section related to the opinion presented.</p> <p>Write opinion pieces that introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped; provide logically ordered reasons that are supported by facts and details; and provide a concluding statement or section related to the opinion presented.</p>		<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing an Opinion Piece (RLA5050, RLA5051, CWRLA5053 QZRLA5052) Introducing a Topic and Organizing Support (RLA5054, RLA5055, CWRLA5057, QZRLA5056) Organizing and Providing Reasons (RLA5058, RLA5059, CWRLA5061, QZRLA5060) Linking Words and a Conclusion (RLA5062, RLA5063, CWRLA5065, QZRLA5064)</p>	

Language	<p>Conventions: main and helping verbs; subject/verb agreement</p> <p>Spelling: final syllables <i>-en, -an, -el, -le, -il</i>; final syllables <i>-er, -ar, -or</i></p> <p>Handwriting: cursive i and l; cursive u and U</p>	<p><i>Reading Street,</i> Unit 2 Weeks 4-5</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	Phonics/Word Analysis: Spanish word origins; word families		
Annual Heritage and History Month Observance	<p>October: National Disability Employment Awareness Month</p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

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Concept 2-2
Quarter 2


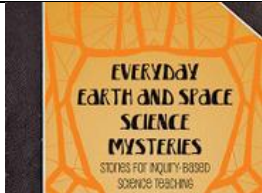
Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 2-2	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.3 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.</p> <p>LAFS.5.RI.2.5 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.</p> <p>LAFS.5.RI.3.7 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.</p> <p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SC.5.N.1.6 Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>SC.5.E.7.1 (AA) Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.</p> <p>SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.</p> <p>SC.5.E.7.3 (AA) Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.</p> <p>SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.</p> <p>SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.</p> <p>SC.5.E.7.6 Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.</p> <p>SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.A.3.1 Describe technological developments that shaped European exploration. Remarks/Examples: Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.</p> <p>SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. Remarks/Examples: In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.</p>

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Remarks/Examples: Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.		
LAFS.5.SL.2.4 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.			SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools Remarks/Examples: Examples are maps, globes, and Geographic Information Systems.		
LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			SS.5.G.1.2 Use latitude and longitude to locate places.		
LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Remarks/Examples: Examples are Triangular Trade and tobacco.		
			SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.		
Big Ideas					
Science			Social Studies		
Earth Systems and Patterns			People’s actions affect others		
Essential Outcome Questions					
Science			Social Studies		
How are weather and the water cycle connected?			Why do people take risks? What happens when different cultures meet?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	Explain the relationships or interactions between two individuals in a historical, scientific, or technical text based on specific information in the text.	National Geographic Science, Chapter 4: How Are Weather and the Water Cycle Connected? Explore On Your Own: Hurricane Hunters Reading Street possible text selections, What Will I Do in an Emergency? (U1 W1 paired) Measuring Tornadoes (U1 W2 paired) Thunder, Lightning, and Thor (U1 W2 Sleuth)		
	Craft & Structure	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.			

	Integration of Knowledge & Ideas	<p>Draw on information from multiple print sources, demonstrating the ability to solve a problem efficiently.</p> <p>Draw on information from multiple digital sources, demonstrating the ability to solve a problem efficiently.</p>		
Science	<p>SC.5.E.7.1</p> <ul style="list-style-type: none">• using models, identify and/or explain the parts of the water cycle• identify the states of water associated with each part of the water cycle• explain the phase changes that occur as water moves from one part of the water cycle to another• create a basic model of the water cycle showing the processes of evaporation, condensation, and precipitation. <p>SC.5.E.7.2</p> <ul style="list-style-type: none">• recognize the ocean is an important part of the water cycle, providing most of the water that is evaporated from Earth’s surface• explain that most of the water that evaporates from the ocean into the atmosphere condenses and falls as precipitation over other parts of Earth (i.e., over land and freshwater bodies). <p>SC.5.E.7.3</p> <ul style="list-style-type: none">• recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. <p>SC.5.E.7.4</p> <ul style="list-style-type: none">• identify or distinguish the forms of precipitation (rain, snow, sleet, and hail) and their related weather conditions (e.g., hail develops during strong thunderstorms).	<p><i>National Geographic Science,</i> Chapter 4: How Are Weather and the Water Cycle Connected? Explore On Your Own: Hurricane Hunters Florida Science Inquiry and Writing Book</p> <p></p> <p>SC.5.E.7.1/SC.5.E.7.2</p> <ul style="list-style-type: none">• What Are Clouds Made Of?• Where Did the Water Come From? <p>SC.5.E.7.1/SC.5.E.7.3/SC.5.E.7.4</p> <ul style="list-style-type: none">• Rainfall <p><u>Grade 5 Science Supplemental Materials</u></p>	<p></p> <p>SC.5.E.7.1</p> <ul style="list-style-type: none">• The Little Tent that Cried <p>SC.5.E.7.1/SC.5.E.7.2</p> <ul style="list-style-type: none">• Where Did the Puddles Go?	

	<p>SC.5.E.7.5</p> <ul style="list-style-type: none"> distinguish weather conditions among different environments (e.g., the weather over a desert is more likely to be dry and hot, and the weather over a swamp is more likely to be warm and rainy). <p>SC.5.E.7.6</p> <ul style="list-style-type: none"> describe the temperature and precipitation of different climate zones as they relate to latitude (polar, temperate, and tropical), describe the temperature and precipitation of different elevations (e.g., mountains and valleys) describe the temperature and precipitation of different proximities to bodies of water (e.g., coastal versus inland, ocean currents). <p>SC.5.E.7.7</p> <ul style="list-style-type: none"> recognize that Florida’s subtropical climate, proximity to the ocean, and geography make it vulnerable to a number of potential natural disaster threats, such as hurricanes, tropical storms, tornadoes, wildfires, and flooding describe/design a preparedness plan for a natural disaster, including an evacuation route, emergency food and water storage, first aid kit (bandages, insect repellent, blankets, etc.) flashlights, batteries, generators, weather radio, etc. 		
Social Studies	<p>SS.5.A.1.1 , SS.5.G.1.1</p> <ul style="list-style-type: none"> Use primary and secondary source maps to understand the historical significance of the Columbian Exchange and trade. <p>SS.5.A.3.2, SS.5.E.1.1</p> <ul style="list-style-type: none"> Describe how early merchants and traders took risks for the chance of making money. <p>SS.5.A.3.1</p> <ul style="list-style-type: none"> Describe the technological advances that allowed explorers to travel farther and faster 	<p><i>Safari Montage,</i> English Explorers-John Cabot Claims (4 min) French Explorers Ch. 3-5 (5 min)</p> <p><i>Smart Exchange,</i> *Sailing Beyond the Horizon: Early Explorers *Exploration and Colonization</p> <p>Social Studies Supplemental Materials</p>	

		SS.5.A.3.3 , SS.5.E.2.1 <ul style="list-style-type: none"> Describe the positive and negative effects of the interaction between the Spanish conquistadors and the Native Americans. Describe the positive and negative effects of the interactions between the French, the Dutch, and the Native Americans. Compare and contrast the interactions of the French and Dutch with the Native American trade. 		
Reading Literature	Key Ideas & Details	<p>Determine a theme of a story from details in the text.</p> <p>Include how characters in a story respond to challenges.</p> <p>Summarize the story.</p>	<p><i>Reading Street possible text selections,</i> Red Kayak (U1 W1 main) Thunder Rose (U1 W2 main)-Literary Anchor Text</p> <p><i>Additional Text,</i> Febold Feboldson-Real American Weather-Literary Connected Text The Tree and The Reed</p>	
	Craft & Structure	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors.		
	Integration of Knowledge & Ideas	Compare and contrast stories in the same genre (e.g., mysteries) on their approaches to similar themes and topics.		
Speaking & Listening		<p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Summarize information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	See RI and RL text selections	

Writing	<p>informative/explanatory</p> <p>Write to introduce a topic clearly.</p> <p>Write to provide a general observation and focus. Group related information logically.</p> <p>Write to develop the topic with facts, definitions and concrete details related to the topic.</p> <p>Write to link ideas within categories of information using words, phrases and clauses (e.g., in contrast, especially).</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing an Informative Explanatory Piece (RLA5066, RLA5067, CWRLA5069, QZRLA5068) Introducing a Topic and Organizing Information (RLA5070, RLA5071, CWRLA5073, QZRLA5072) Formatting, Developing a Topic, and Using Precise Language (RLA5074, RLA5075, CWRLA5077, QZRLA5076) Linking Words and a Conclusion (RLA5078, RLA5079, CWRLA5081, QZRLA5080)</p>	
Language	<p>Conventions: past, present and future tenses; principal parts of regular verbs; principal parts of irregular verbs</p> <p>Spelling: words with schwa; compound words; words with consonant sounds /j/, /ks/, /sk/, /s/</p> <p>Handwriting: cursive letters e and E; cursive letters j and J; cursive letters p and P</p>	<p><i>Reading Street,</i> Unit 3 Weeks 1-3</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Phonics/Word Analysis: shades of meaning; Greek and Latin roots; suffixes <i>-tion</i>, <i>-sion</i></p>		
Annual Heritage and History Month Observance	<p>November: National American Indian Heritage Month</p> <p>National American Indian (or Native American) Month was enacted with a presidential proclamation in 1990. During the month, all Americans are encouraged to participate in programs ceremonies and activities that celebrate American Indian and Alaskan Native peoples' important contribution to the United States.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



THE SCHOOL DISTRICT OF LEE COUNTY

Concept 2-3
Quarter 2

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)


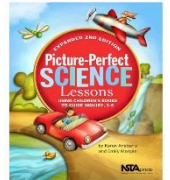

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

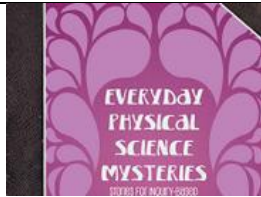
Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 2-3

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>LAFS.5.RL.3.7 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).</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.2.4 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.</p> <p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable explanation must always be linked with evidence.</p> <p>SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>SC.5.P.8.1 (AA) Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> <p>SC.5.P.8.2 Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.</p> <p>SC.5.P.8.3 (AA) Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.</p> <p>SC.5.P.8.4 Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.</p> <p>SC.5.P.9.1 (AA) Investigate and describe that many physical and chemical changes are affected by temperature.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>Remarks/Examples: diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p>

<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Remarks/Examples: Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement. Remarks/Examples: Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. Remarks/Examples: Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. Remarks/Examples: Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</p> <p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS).</p> <p>SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.</p> <p>SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850. Remarks/Examples: An example is the harsh winter in Jamestown.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Remarks/Examples: Examples are Triangular Trade and tobacco.</p>
Big Ideas	
Science	Social Studies
Properties of Matter	Location affects how people live
Essential Outcome Questions	
Science	Social Studies
How can you describe matter, mixtures, and solutions?	<p>What economic and political motives cause people to move?</p> <p>How do societies develop?</p>

Aligned Learning Goals			Resources	Strategies for Differentiation
			Click HERE for Additional Resources	
Reading Informational	Key Ideas & Details	Determine two or more main ideas of a text and explain how they are supported by key details. Summarize the text.	<p><i>National Geographic Science,</i> Chapter 5: How Can You Describe Matter, Mixtures, and Solutions?</p> <p><i>Reading Street possible text selections,</i> The Unsinkable Wreck of the R.M.S. Titanic (U5 W2 main)</p>	
	Craft & Structure	Analyze multiple accounts of the same event or topic, noting important similarities and differences.		
	Integration of Knowledge & Ideas	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Science		<p>SC.5.P.8.1</p> <ul style="list-style-type: none"> compare and/or contrast the physical properties of solids, liquids, and/or gases. describe or classify a material as a solid, liquid, or gas. <p>SC.5.P.8.2</p> <ul style="list-style-type: none"> identify common household materials that will dissolve in water such as salt and sugar identify common household materials that will not dissolve in water such as cooking oil and animal fat investigate and identify ways that speed up or slow down the dissolving process such as the temperature and stirring. <p>SC.5.P.8.3</p> <ul style="list-style-type: none"> describe and/or explain how mixtures of common solids (e.g., soil, sand, iron filings) can be separated based on their observable properties. <p>SC.5.P.8.4</p> <ul style="list-style-type: none"> explain all matter is made up of atoms 	<p><i>National Geographic Science,</i> Chapter 5: How Can You Describe Matter, Mixtures, and Solutions? Florida Science Inquiry and Writing Book</p>  <p>SC.5.P.8.1</p> <ul style="list-style-type: none"> Ice Cubes in a Bag Is it Matter? The Rusty Nails Comparing Cubes Floating Logs Floating High and Low Solids and Holes Turning the Dial Boiling Time and Temperature Freezing Ice Mixing Water 	 <p>SC.5.P.9.1</p> <ul style="list-style-type: none"> Chemical Change Cafe (previous use Grade 4 Academic Plan)  <p>SC.5.P.9.1</p> <ul style="list-style-type: none"> What's Hiding in the Woodpile? Cool It, Dude!

	<ul style="list-style-type: none"> explain atoms are not visible, even with a microscope. The presence of atoms can be tested. <p>SC.5.P.9.1</p> <ul style="list-style-type: none"> describe how the rates of chemical reactions are affected by temperature (i.e., heat speeds up reactions) describe how physical changes are affected by temperature (e.g., water changing states from a solid to liquid to gas) describe how some familiar changes in materials result in other materials different characteristics (chemical changes) <p>SC.5.N.1.2</p> <ul style="list-style-type: none"> describe and/or explain differences between an experimental investigation (i.e., variables are defined/known and a test is done) and other types of scientific investigation, particularly a descriptive investigation (used to observe, describe, or identify) or a comparative investigation (used to compare, differentiate, or classify). 	<ul style="list-style-type: none"> Thermometer Floating Balloon Hot and Cold Balloons Iron Bar Nails in a Jar Ice Water Burning Paper Warming Water <p>SC.5.P.8.2</p> <ul style="list-style-type: none"> Sugar Water <p>SC.5.P.8.3</p> <ul style="list-style-type: none"> Magnets in Water <p>SC.5.P.9.1</p> <ul style="list-style-type: none"> Is it melting? What's in the Bubbles Ice Cold Lemonade <p>Grade 5 Science Supplemental Materials</p>	 <p>SC.5.P.8.1</p> <ul style="list-style-type: none"> The Magic Balloon Cooling Off Party Meltdown How Cold is Cold? <p>SC.5.P.8.2/SC.5.P.9.1</p> <ul style="list-style-type: none"> Iced Tea Sweet Talk <p>SC.5.P.8.1/SC.5.P.9.1</p> <ul style="list-style-type: none"> Pasta in a Hurry <p>SC.5.P.8.3</p> <ul style="list-style-type: none"> The Magnet Derby
Social Studies	<p>SS.5.A.1.1, SS.5.A.3.3, SS.5.A.4.2</p> <ul style="list-style-type: none"> Use letters, or other primary and secondary sources, to support your descriptions of early colonial life. <p>SS.5.A.4.1</p> <ul style="list-style-type: none"> Identify the economic, political and socio-cultural motivations for English settlement. <p>SS.5.A.4.2</p> <ul style="list-style-type: none"> Compare the characteristics of the New England, Middle and Southern colonies. <p>SS.5.A.4.3</p> <ul style="list-style-type: none"> Identify individuals that were responsible for the survival and growth of the colonies. 	<p><i>Safari Montage,</i> Roger Williams (3 min.)</p> <p><i>Safari Montage,</i> William Penn -Ch. 8 (2 min)</p> <p><i>Smart Exchange,</i> *Colonial Life *Thirteen Colonies</p> <p>Social Studies Supplemental Materials</p>	

Reading Literature	Key Ideas & Details	Compare and contrast two characters, settings, or events in a drama, drawing on specific details in the text (e.g., how characters interact).	Reading Street Poetry Collection, For Peace Sake (pg. 318) Chemistry 101 (pg. 474)
	Craft & Structure	Explain how a series of chapters fit together to provide the overall structure of a particular story.	
	Integration of Knowledge & Ideas	Analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., poem). Analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., poem).	
Speaking & Listening	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. Include visual displays in presentations when appropriate to enhance the development of main ideas or themes. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Writing	informative/explanatory Write to introduce a topic clearly. Write to provide a general observation and focus. Group related information logically. Write to develop the topic with facts, definitions and concrete details related to the topic. Write to link ideas within categories of information using words, phrases and clauses (e.g., in contrast, especially).		Florida Standards Writing Guide Compass, Writing an Informative Explanatory Piece (RLA5066, RLA5067, CWRLA5069, QZRLA5068) Introducing a Topic and Organizing Information (RLA5070, RLA5071, CWRLA5073, QZRLA5072) Formatting, Developing a Topic, and Using Precise Language (RLA5074, RLA5075, CWRLA5077, QZRLA5076) Linking Words and a Conclusion (RLA5078, RLA5079, CWRLA5081, QZRLA5080)

	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p>Write informative/explanatory texts that introduce a topic clearly, provide a general observation and focus, and group related information logically; develop the topic with facts, definitions and concrete details related to the topic; link ideas within categories of information using words, phrases and clauses (e.g., in contrast, especially); and provide a concluding statement or section related to the information or explanation presented.</p>		
Language	<p>Conventions: troublesome verbs; prepositions and prepositional phrases; subject and object pronouns</p> <p>Spelling: one consonant or two; prefixes <i>un-</i>, <i>de-</i>, <i>dis</i>; words from many cultures</p> <p>Handwriting: cursive letters A and a; cursive letters D and d; cursive letters C and c</p>	<p><i>Reading Street,</i> Unit 3 Week 4-5 Unit 4 Week 1</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Phonics/Word Analysis: suffix <i>-ous</i>; compound words; endings <i>-ed</i>, <i>-ing</i>, <i>-s</i></p>		

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Concept 3-1
Quarter 3

Academic Plan 2017-2018


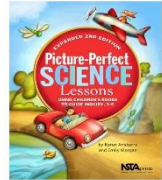
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 3-1	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>LAFS.5.RI.3.7 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.</p> <p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>LAFS.5.RL.3.7 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).</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>LAFS.5.SL.2.4 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.</p>	<p>SC.5.N.2.1 (AA) Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.</p> <p>SC.5.P.13.1 (AA) Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.</p> <p>SC.5.P.13.2 (AA) Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.</p> <p>SC.5.P.13.3 Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.</p> <p>SC.5.P.13.4 Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.</p> <p>SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. Remarks/Examples: Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.</p> <p>SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement. Remarks/Examples: Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.</p> <p>SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. Remarks/Examples: Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p>

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			Remarks/Examples: Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.		
						SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. Remarks/Examples: Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.		
						SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.		
						SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies. Remarks/Examples: Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).		
						SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.		
						SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.		
						SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Remarks/Examples: Examples are Triangular Trade and tobacco.		
						SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.		
Big Ideas								
Science					Social Studies			
Forces and Changes in Motion					Location affects how people live			
Essential Outcome Questions								
Science					Social Studies			
What is physical science? How do you describe force and the Laws of Motion?					How do societies develop? How do cultures change?			
Aligned Learning Goals					Resources		Strategies for Differentiation	
					Click HERE for Additional Resources			
Reading Informational	Key Ideas & Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			National Geographic Science, Chapter 6: How Do You Describe Force and Laws of Motion? Explore On Your Own: Soaring With Science			
	Craft & Structure	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			Reading Street possible text selections, The Price of Freedom (U2 W2 Sleuth) Square Dancing (U4 W2 paired) The Gymnast (U4 W5 main) All About Gymnastics (U4 W5 paired)			

	Integration of Knowledge &	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.		
Science		<p><u>SC.5.P.13.1</u></p> <ul style="list-style-type: none"> Understand and be able to apply Newton's three Laws of Motion. Illustrate examples of pushes and pulls as forces that cause objects to move. Demonstrate that gravity is a pull, but that it can be overcome. Investigate and describe that magnets can attract (pull) magnetic materials and attract and repel (push away) other magnets. <p><u>SC.5.P.13.2</u></p> <ul style="list-style-type: none"> Recognize and demonstrate that an object in motion always changes its position and may change its direction. Recognize and investigate that force affects the direction an object moves. Describe that objects can move at different speeds. Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds. Describe that the amount of force applied to an object affects the speed at which it moves. Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the 	<p><i>National Geographic Science,</i> Chapter 6: How Do You Describe Force and Laws of Motion? Explore On Your Own: Soaring With Science Florida Science Inquiry and Writing Book</p>  <p>SC.5.P.13.1</p> <ul style="list-style-type: none"> <u>Dropping Balls</u> <u>Apple on Desk</u> <p>SC.5.P.13.4</p> <ul style="list-style-type: none"> <u>Standing on One Foot</u> <p><u>Grade 5 Science Supplemental Materials</u></p>	 <p>SC.5.P.13.1</p> <ul style="list-style-type: none"> <u>Sheep in a Jeep</u>

	<p>environment so that the forces are balanced.</p> <p>SC.5.P.13.3</p> <ul style="list-style-type: none"> • Explain and demonstrate that objects with greater mass require more force to move compared with objects with less mass. • Explain and give examples that more force is required to slow down an object in motion with greater mass compared with an object with less mass. <p>SC.5.P.13.4</p> <ul style="list-style-type: none"> • Explain and give examples that when an object does not move, opposing forces are holding the object in place (e.g., a book laying on a table is being acted upon by the table pushing up on the book from below and gravity pushing down from above). <p>SC.5.N.1.5</p> <ul style="list-style-type: none"> • recognize and explain that authentic scientific investigation is a dynamic process often going beyond the traditional steps of the scientific method (i.e., question, hypothesis, experiment, results, discussion, and analysis) • understand that true scientific investigation involves creativity, ingenuity, and careful study of the fundamentals of science (e.g., theories and laws) and related (foundational and current) research <p>SC.5.N.1.3</p> <ul style="list-style-type: none"> • recognize and explain that repeated experimental trials are needed to improve the reliability and validity of the test results • recognize when an experiment can be replicated and produce similar results • recognize that the results of experimental trials can vary 		
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		<ul style="list-style-type: none"> recognize that the same documented scientific procedure must be used to repeat experimental trials 		
	Social Studies	<p>SS.5.A.4.2</p> <ul style="list-style-type: none"> Identify and locate the five Southern colonies. <p>SS.5.A.4.3</p> <ul style="list-style-type: none"> Identify the people that were responsible for the development of the colonies. <p>SS.5.A.4.4</p> <ul style="list-style-type: none"> Compare characteristics (political, economic, and social) of the colonial regions. <p>SS.5.A.4.5</p> <ul style="list-style-type: none"> Explain the importance of the Triangular Trade. <p>SS.5.A.4.6</p> <ul style="list-style-type: none"> Describe the introduction, impact, and role of slavery in the colonies. 	<p><i>Safari Montage,</i> History of Slavery in America (5 min)</p> <p><u><i>Social Studies Supplemental Materials</i></u></p>	
	Reading Literature	<p>Key Ideas & Details</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p> <p>Craft & Structure</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Integration of Knowledge & Ideas</p> <p>Analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, folktale).</p> <p>Analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, folktale).</p>	<p><i>Reading Street possible text selections,</i> Tripping Over the Lunch Lady (U4 W2 main) The Swap (U2 W4 Sleuth)</p>	

Speaking & Listening	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>		
Writing	<p>narrative</p> <p>Write to orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>Organize an event so that sequences unfold naturally.</p> <p>Write using narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations.</p> <p>Write using a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Write using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing a Narrative Piece (RLA5082, RLA5083, CWRLA5085, QZRLA5084) Building the Situation, Characters, and Events (RLA5086, RLA5087, CWRLA5089, QZRLA5088) Using Dialogue, Description, and Suggested Pacing (RLA5090, RLA5091, CWRLA5093, QZRLA5092) Using Transitions and Details and Writing a Conclusion (RLA5094, RLA5095, CWRLA5097, QZRLA5096)</p>	

Language	<p>Conventions: pronouns and antecedents; possessive pronouns; indefinite and reflexive pronouns</p> <p>Spelling: prefixes <i>over-</i>, <i>under-</i>, <i>sub-</i>, <i>super-</i>, <i>out</i>; homophones; suffixes <i>-ible</i>, <i>-able</i></p> <p>Handwriting: cursive letters n and N; cursive letters l and L; cursive letters x and X</p>	<p><i>Reading Street,</i> Unit 4 Weeks 2-4</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Phonics/Word Analysis: suffixes <i>-ly</i>, <i>-ian</i>; suffix <i>-ize</i>; prefixes <i>com-</i>, <i>pro-</i>, and <i>epi-</i></p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 3-2
Quarter 3


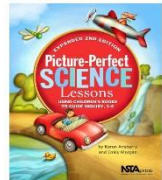
Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 3-2	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>LAFS.5.RI.2.5 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.</p> <p>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>LAFS.5.SL.2.4 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.</p> <p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.1.3 Recognize and explain the need for repeated experimental trials.</p> <p>SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable explanation must always be linked with evidence.</p> <p>SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>SC.5.P.10.1 (AA) Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>SC.5.P.10.2 (AA) Investigate and explain that energy has the ability to cause motion or create change.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.</p> <p>SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. Remarks/Examples: Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.</p> <p>SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution. Remarks/Examples: Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.</p>

<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and Suggested Pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution. Remarks/Examples: Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.</p> <p>SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. Remarks/Examples: Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.</p> <p>SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution. Remarks/Examples: Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.</p> <p>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution. Remarks/Examples: Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.</p> <p>SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. Remarks/Examples: Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.</p> <p>SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War. Remarks/Examples: Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.</p> <p>SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution. Remarks/Examples: Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.</p> <p>SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. Remarks/Examples: Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.</p> <p>SS.5.C.1.3 Explain the definition and origin of rights. Remarks/Examples: Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.</p> <p>SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p> <p>SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.</p>
Big Ideas	
Science	Social Studies
Forms of Energy	Conflict causes change

Essential Outcome Questions				
Science			Social Studies	
How do you describe different forms of energy?			What is worth fighting for? Why do people take risks? Why do people get involved? How do conflicts evolve?	
Aligned Learning Goals			Resources	Strategies for Differentiation
			Click HERE for Additional Resources	
Reading Informational	Key Ideas & Details	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<i>National Geographic Science,</i> Chapter 7: How Do You Describe Different Forms of Energy? <i>Reading Street possible text selections,</i> Hold the Flag High (U2 W2 main) Mahalia Jackson (U3 W4 main) Author's Note (U6 W5 paired) On Loyalty to Country (U2 W5 Sleuth)	
	Craft & Structure	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.		
	Integration of Knowledge & Ideas	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Science	SC.5.P.10.1/SC.5.P.10.2 <ul style="list-style-type: none"> Describe that light travels in a straight line until it strikes an object or travels from one material to another Verbalize or draw examples of light reflecting, bending, and absorbing. Explain or draw the understanding that when light is absorbed it turns into heat energy. Give examples that all light energy also gives off heat energy. 		<i>National Geographic Science,</i> Chapter 7: How Do You Describe Different Forms of Energy? Florida Science Inquiry and Writing Book  SC.5.P.10.1 <ul style="list-style-type: none"> Can It Reflect Light? Apple in the Dark Iron Bar 	 SC.5.P.10.1 <ul style="list-style-type: none"> Batteries Included

	<ul style="list-style-type: none"> Model that heat is produced when two objects are rubbed against each other; Demonstrate that sound is produced by vibrations and/or that pitch depends on how fast or slow the object vibrates; Explain and give examples that chemical energy is stored or released in a chemical change Explain that mechanical energy is stored at a position (potential energy) or released in motion (kinetic). Define energy as the ability to cause motion/do work (Work is a force acting on an object) or create change (transforming energy from one form to another) Identify and/or describe examples where energy has caused motion or created changes (e.g., a car moving a distance, hitting a baseball with bat, cooking food, etc.). 	<ul style="list-style-type: none"> Birthday Candles Making Sound Mirror on the Wall The Mitten Problem Objects and Temperature <p>SC.5.P.10.2</p> <ul style="list-style-type: none"> Turning the Dial Ice Cold Lemonade <p><u>Grade 5 Science Supplemental Materials</u></p>	
Social Studies	<p>SS.5.A.1.1, SS.5.A.5.2</p> <ul style="list-style-type: none"> Using primary and secondary sources, identify significant individuals and groups who played an important role in the American Revolution. <p>SS.5.A.5.1, SS.5.A.5.3</p> <ul style="list-style-type: none"> Explain how the taxes placed on everyday items caused colonists to rebel. <p>SS.5.A.5.2, SS.5.A.5.4</p> <ul style="list-style-type: none"> Identify significant individuals and groups who were willing to take risks during the American Revolution. <p>SS.5.A.1.2, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7</p> <ul style="list-style-type: none"> Explain how the events of the American Revolution developed from the beginning, middle and end. <p>SS.5.A.5.8</p>	<p><i>Safari Montage,</i> Liberty's Kids – Boston Tea Party – Ch 2 & 3 (10 min)</p> <p><i>Safari Montage,</i> Liberty's Kids – The Midnight Ride (5 min) Declaring Independence (5 min)</p> <p><i>Safari Montage,</i> Liberty's Kids – Across the Delaware – Ch 3 & 4 (16 min)</p> <p>Smart Exchange, *The Road to Revolution *Thirteen Colonies *The American Revolution – Understanding Sequence of Events</p> <p><u>Social Studies Supplemental Materials</u></p>	

		<ul style="list-style-type: none"> Explain how the American Revolution resulted in hardships for people in the colonies. 		
Reading Literature	Key Ideas & Details	<p>Determine a theme of a drama from details in the text.</p> <p>Include how characters in a drama respond to challenges.</p> <p>Summarize the drama.</p> <p>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).</p>	<p><i>Reading Street possible text selections,</i> The Midnight Ride of Paul Revere (U2 W5 main) <u>Literary Anchor Text</u> The Heroic Paul Revere (U2 W5 paired) Perfect Harmony (U3 W4 paired) Sweet Music in Harlem (U6 W5 main)</p> <p><i>Reading Street Poetry Collection,</i> Chemistry 101 (5.1, pg. 474)</p> <p><i>Additional Text,</i> The Little Lost Fox</p>	
	Craft & Structure	<p>Explain how a series of scenes fit together to provide the overall structure of a particular drama.</p>		
Speaking & Listening		<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p>		

	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Writing	<p>narrative</p> <p>Write to orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>Organize an event so that sequences unfold naturally.</p> <p>Write using narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations.</p> <p>Write using a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>Write using concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>Write narratives that orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event so that sequences unfold naturally; use narrative techniques, such as dialogue, description, and Suggested Pacing to develop experiences and events or show the responses to situations; Use a variety of transitional words, phrases, and clauses to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing a Narrative Piece (RLA5082, RLA5083, CWRLA5085, QZRLA5084) Building the Situation, Characters, and Events (RLA5086, RLA5087, CWRLA5089, QZRLA5088) Using Dialogue, Description, and Suggested Pacing (RLA5090, RLA5091, CWRLA5093, QZRLA5092) Using Transitions and Details and Writing a Conclusion (RLA5094, RLA5095, CWRLA5097, QZRLA5096)</p>	
Language	<p>Conventions: using who and whom; contractions and negatives; adjectives and articles</p> <p>Spelling: negative prefixes; multisyllabic words; related words</p>	<p><i>Reading Street,</i> Unit 4 Week 5 Unit 5 Weeks 1-2</p> <p>Florida Standards Phonics Handbook</p>	

	Handwriting: cursive g and G; cursive letters y and Y; cursive letters q and Q		
Reading Foundational	Phonics/Word Analysis: idioms; prefix <i>im-</i> ; acronyms		
Annual Heritage and History Month	<p>February: Black History Month</p> <p>To recognize the contributions of African Americans and foster a better understanding of the African American experience. Carter G. Woodson, who in 1926 spearheaded Negro History Week, started the observation. It was expanded to a month in 1976. February was chosen because of the birthdays of Frederick Douglas and Abraham Lincoln, two people who had a dramatic impact on the lives of African Americans.</p>		

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Concept 3-3
Quarter 3

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)


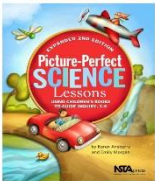
Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:
Concept 3-3

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.3 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.</p> <p>LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.RI.3.7 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.</p> <p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SC.5.P.10.1 (AA) Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>SC.5.P.10.3 Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.</p> <p>SC.5.P.10.4 (AA) Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.</p> <p>SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).</p> <p>SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). Remarks/Examples: Examples may include, but are not limited to, those listed in the benchmark.</p> <p>SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. Remarks/Examples: Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."</p> <p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion. Remarks/Examples: Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p> <p>SS.5.C.1.1 Explain how and why the United States government was created.</p> <p>SS.5.C.1.2 Define a constitution, and discuss its purposes.</p> <p>SS.5.C.1.3 Explain the definition and origin of rights.</p>

LAFS.5.SL.2.4 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.			LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			Remarks/Examples: Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property. SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. SS.5.C.3.1 Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution. SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. SS.5.C.3.3 Give examples of powers granted to the federal government and those reserved for the states. Remarks/Examples: Examples are coining money, declaring war, creating public schools, making traffic laws. SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples. Remarks/Examples: Examples are the Bill of Rights and 26th Amendment. SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.		
Big Ideas											
Science						Social Studies					
Forms of Energy						Rules provide order					
Essential Outcome Questions											
Science						Social Studies					
How does electrical energy flow and transform?						Why and how is government created?					
Aligned Learning Goals						Resources				Strategies for Differentiation	
						Click HERE for Additional Resources					
Reading Informational	Key Ideas & Details	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.				<i>National Geographic Science</i> , Chapter 8: How Does Electrical Energy Flow and Transform? Explore On Your Own: Its Electrifying <i>Safari Montage</i> , The Three Branches of Government (20 min) Liberty’s Kids: We the People (27 min) Preamble (3 min) <i>Florida Joint Center for Citizenship</i>					
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.									
	Integration of Knowledge & Skills	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.									

Science	<p>SC.5.P.10.1</p> <ul style="list-style-type: none"> Investigate and explain that electrical energy is the flow of a charge/current through a material. Explain that chemical energy is stored or released in a chemical reaction (ex. batteries) <p>SC.5.P.10.3</p> <ul style="list-style-type: none"> explain that oppositely-charged objects attract each other explain that like charged objects repel each other without any contact needed between the object describe that an electrically-charged object, whether positively or negatively charged, will attract an uncharged (neutral) object <p>SC.5.P.10.4</p> <ul style="list-style-type: none"> use examples to explain that electrical energy can be transformed into other forms of energy (e.g., lamp, heater, generator, motor, stove, mobile device, etc.). <p>SC.5.P.11.1</p> <ul style="list-style-type: none"> identify open and closed circuits determine which circuit can carry electricity to power an object <p>SC.5.P.11.2</p> <ul style="list-style-type: none"> identify and/or classify materials that conduct electricity (metal/steel/copper/gold) and materials that do not (e.g., rubber, plastic, glass, wood). 	<p><i>National Geographic Science,</i> Chapter 8: How Does Electrical Energy Flow and Transform? Explore On Your Own: Its Electrifying Florida Science Inquiry and Writing Book</p>  <p>SC.5.P.10.1</p> <ul style="list-style-type: none"> Batteries, Bulbs, and Wires <p><u>Grade 5 Science Supplemental Materials</u></p>	 <p>SC.5.P.10.1/SC.5.P.10.4/ SC.5.P.11.1/SC.5.P.11.2</p> <ul style="list-style-type: none"> Batteries Included
Social Studies	<p>SS.5.A.1.1</p> <ul style="list-style-type: none"> Distinguish the difference between a primary and secondary source. <p>SS.5.C.1.1, SS.5.C.1.2</p>	<p><i>Smart Exchange,</i> *Branches of Government</p> <p><u>The National Archives,</u></p>	

		<ul style="list-style-type: none"> Identify the purpose of government. SS.5.C.1.2 Describe the purpose of a constitution. SS.5.C.1.4, SS.5.A.1.1, SS.5.A.5.10 Explain the purpose of the Declaration of Independence and importance of the Articles of Confederation and the United States Constitution. SS.5.A.5.9 Explain the importance of land policies. SS.5.C.3.2 List some limitations that are placed on government as expressed in the Constitution. 	<p>The Constitution</p> <p>Florida Joint Center for Citizenship (FJCC), Grade 5 Modules</p> <p>Social Studies Supplemental Materials</p>	
Reading Literature	Key Ideas & Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><i>Reading Street possible text selections,</i> The Fabulous Perpetual Motion Machine (U3 W1 main) Drama The Toy Space Shuttle is Here (U3 W1 paired)</p>	
	Craft & Structure	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
	Integration of Knowledge & Ideas	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
Speaking & Listening		<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	See RI and RL text selections	

	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>		
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic clearly.</p> <p>Write to provide a general observation and focus, and group related information logically.</p> <p>Write to develop the topic with facts, definitions, concrete details, or quotations related to the topic.</p> <p>Write to link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing an Informative Explanatory Piece (RLA5066, RLA5067, CWRLA5069, QZRLA5068) Introducing a Topic and Organizing Information (RLA5070, RLA5071, CWRLA5073, QZRLA5072) Formatting, Developing a Topic, and Using Precise Language (RLA5074, RLA5075, CWRLA5077, QZRLA5076) Linking Words and a Conclusion (RLA5078, RLA5079, CWRLA5081, QZRLA5080)</p>	
Language	<p>Conventions: this, that, these and those; comparative and superlative adjectives</p> <p>Spelling: Greek word parts; Latin Roots</p> <p>Handwriting: cursive letters o and O; cursive letters w and W</p>	<p><i>Reading Street,</i> Unit 5 Week 3-4</p> <p>Florida Standards Phonics Handbook</p>	

Reading Foundational	Phonics/Word Analysis: Greek and Latin roots; <i>-ous, -ious, -eous</i>		
Annual Heritage and History	March: National Women’s History Month Women’s History Month started as Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.		

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Concept 4-1
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
15 – 21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 4-1	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RI.2.5 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.</p> <p>LAFS.5.RI.3.7 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.</p> <p>LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>SC.5.N.1.1 (AA) Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable explanation must always be linked with evidence.</p> <p>SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>SS.5.C.1.1 Explain how and why the United States government was created.</p> <p>SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p> <p>SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.</p> <p>SS.5.C.2.2 Compare forms of political participation in the colonial period today. Remarks/Examples: Examples are who participated and how they participated.</p> <p>SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.</p> <p>SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy. Remarks/Examples: Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.</p> <p>SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. Remarks/Examples: Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.</p> <p>SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p>

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.SL.2.4 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.

LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples.
Remarks/Examples: Examples are the Bill of Rights and 26th Amendment.

SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Big Ideas	
Science	Social Studies
Just in Time Science (Content review)	Rules provide order
Essential Outcome Questions	
Science	Social Studies
	<p>How do people make decisions?</p> <p>How do we protect our rights?</p> <p>How do citizens participate and demonstrate responsibility to improve society?</p>

Aligned Learning Goals			Resources	Strategies for Differentiation
			Click HERE for Additional Resources	
Reading Informational	Key Ideas & Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><i>Just In Time Science</i></p> <p><i>Safari Montage, Our Founding Fathers (15 min)</i></p> <p><i>Reading Street possible text selections, Satchel Paige (U1 W4 main)</i> Roberto Clemente (U1 W4 paired)</p>	
	Craft & Structure	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.		
	Integration of Knowledge & Ideas	<p>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.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>		
Science		<p>SC.4.E.5.4</p> <ul style="list-style-type: none"> Explain the reasons for Earth's seasons. Explain the path Earth takes around the Sun. Explain how the distance between Earth and the Sun changes. Compare and contrast the type of season in a specific hemisphere. <p>SC.4.E.6.2</p> <ul style="list-style-type: none"> Visually identify and describe the properties of minerals in a rock sample. Compare and contrast rocks based on physical properties including hardness, color, luster, cleavage, and streak color. Identify some minerals, such as clay and quartz, that are important in forming rocks. <p>SC.4.E.6.3</p>	<p><i>Just In Time Science (Content review)</i></p> <p>Grade 5 Science Supplemental Materials</p>	

	<ul style="list-style-type: none"> • Define resources as anything from the environment that meets our needs and wants. • Define and provide examples of renewable resources such as fresh water, forests, sunlight, fertile soil, wild animals, and fresh air. • Define and provide examples of a nonrenewable resource such as a mineral (iron, copper, aluminum) or a fossil fuel (coal, oil, natural gas) • Identify which of these resources are needed most by humans. <p>SC.4.E.6.4</p> <ul style="list-style-type: none"> • Describe the characteristics of physical weathering as it occurs in the natural world. • Identify several ways that weathering happens. • Understand and give examples of how physical weathering and erosion change the surface of the Earth. <p>SC.4.L.16.4</p> <ul style="list-style-type: none"> • Define metamorphosis. • Examine examples of animals that undergo metamorphosis, such as caterpillars/butterflies and tadpoles/frogs. • Determine the similarities and differences between complete and incomplete metamorphosis <ul style="list-style-type: none"> ○ Describe the stages of each ○ Compare and contrast differences in body structures and shape (egg, larva, pupa, adult, nymph) • Describe the risks and benefits of metamorphosis. • Define and identify the stages in the life cycle of flowering plants and nonflowering seed-bearing plants. 		
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		<ul style="list-style-type: none"> ○ Provide examples of each, such as daisies and pine trees. <p>SC.4.L.17.3</p> <ul style="list-style-type: none"> • Describe that all life on Earth is dependent upon the Sun. • Analyze the transfer of energy through a food chain from producer to consumer. • Determine that some energy is lost from one organism to the next. 		
Social Studies		<p>SS.5.C.1.5</p> <ul style="list-style-type: none"> • Describe how concerns about individual rights led to the creation of the Bill of Rights. <p>SS.5.C.2.3</p> <ul style="list-style-type: none"> • Analyze how voting rights have expanded under the Constitution. <p>SS.5.C.2.4</p> <ul style="list-style-type: none"> • Evaluate the importance of civic responsibilities in American democracy. 	<p>Social Studies Supplemental Materials</p>	
Reading Literature	Key Ideas & Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><i>Reading Street possible text selections,</i> Jesse's Perfect Score (U2 W1 Sleuth) Peanut Butter Sandwiches (U2 W3 Sleuth)-Active Citizenship A Matter of Luck? (U6 W1 Sleuth)-Active Citizenship</p>	
	Craft & Structure	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>		
	Integration of Knowledge & Ideas	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		

Speaking & Listening	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	See RI and RL text selections	
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic clearly.</p> <p>Write to provide a general observation and focus, and group related information logically.</p> <p>Include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>Write to develop the topic with facts, definitions, concrete details, or quotations related to the topic or other information and examples related to the topic.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing an Informative Explanatory Piece (RLA5066, RLA5067, CWRLA5069, QZRLA5068)</p> <p>Introducing a Topic and Organizing Information (RLA5070, RLA5071, CWRLA5073, QZRLA5072)</p> <p>Formatting, Developing a Topic, and Using Precise Language (RLA5074, RLA5075, CWRLA5077, QZRLA5076)</p> <p>Linking Words and a Conclusion (RLA5078, RLA5079, CWRLA5081, QZRLA5080)</p>	

	<p>Write to link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Write using precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Write informative/explanatory texts that introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); use precise language and domain-specific vocabulary to inform about or explain the topic; and provide a concluding statement or section related to the information or explanation presented.</p>		
Language	<p>Conventions: adverbs; modifiers; conjunctions</p> <p>Spelling: Greek word parts; suffixes <i>-ous</i>, <i>-sion</i>, <i>-ion</i>, <i>-ation</i>; final syllable <i>-ant</i>, <i>-ent</i>, <i>-ance</i>, <i>-ence</i></p> <p>Handwriting: cursive letters b and B; cursive letters v and V; cursive z and Z</p>	<p><i>Reading Street,</i> Unit 5 Week 5 Unit 6 Weeks 1-2</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Phonics/Word Analysis: morphemes; compound words; Russian word origins</p>		

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Concept 4-2
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 4-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RI.1.3 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.</p> <p>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>LAFS.5.RL.1.3 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).</p> <p>LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>LAFS.5.RL.3.7 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).</p> <p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>LAFS.5.SL.2.4 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.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p>SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.</p> <p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion. Remarks/Examples: Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p> <p>SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. Remarks/Examples: In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p> <p>SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. Remarks/Examples: Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p> <p>SS.5.A.6.5 Identify the causes and effects of the War of 1812. Remarks/Examples: Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.</p> <p>SS.5.A.6.6 Explain how westward expansion affected Native Americans. Remarks/Examples: Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Remarks/Examples: Examples are Triangular Trade and tobacco.</p> <p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. Remarks/Examples: Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.</p>

LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS). SS.5.G.1.3 Identify major United States physical features on a map of North America. Remarks/Examples: Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert. SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. SS.5.A.1.1 Use primary and secondary sources to understand history. Remarks/Examples: Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.		
Big Ideas					
Science			Social Studies		
Elementary Science Expo			Relationships affect choices		
Essential Outcome Questions					
Science			Social Studies		
			Why do people take risks? What do people fight for? How do creative inventions influence choices?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	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.	<i>Science Expo</i> Safari Montage, Lewis and Clark (3 min) <i>Reading Street possible text selections,</i> Ten Mile Day (U1 W5 main) Working on the Railroad (U1 W5 paired)		
	Craft & Structure	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
	Integration of Knowledge & Ideas	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			

Science			Science Expo	
Social Studies	SS.5.A.1.1 <ul style="list-style-type: none"> Distinguish the difference between primary and secondary sources, such as newspapers. SS.5.A.6.1 , SS.5.A.6.2 <ul style="list-style-type: none"> Identify the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark. SS.5.A.6.3 <ul style="list-style-type: none"> Describe the life before the Industrial Revolution and the start of factories. SS.5.A.6.5 <ul style="list-style-type: none"> Identify the causes and effects of the War of 1812. SS.5.A.6.6 <ul style="list-style-type: none"> Explain the impact of westward expansion on Native Americans. 		<i>Smart Exchange,</i> *Louisiana Purchase and Lewis and Clark *Effect of Manifest Destiny on Native American Civil Rights <i>Discovery Education,</i> Lewis and Clark <u>Social Studies Supplemental Materials</u>	
Reading Literature	Key Ideas & Details	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).	Graphic Novels Using Graphic Novels with Children and Teens <u><i>Reading Street possible text selections,</i></u> <u>Team "Sports" (U3 W2 Sleuth)</u>	
	Craft & Structure	Describe how a narrator's or speaker's point of view influences how events are described.		
	Integration of Knowledge & Ideas	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).		

Speaking & Listening	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>		
Writing	<p>opinion</p> <p>Write to introduce a topic or text clearly.</p> <p>Write to state an opinion.</p> <p>Create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Write to provide logically ordered reasons that are supported by facts and details.</p> <p>Write to link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>Provide a concluding statement or section related to the opinion presented.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing an Opinion Piece (RLA5050, RLA5051, CWRLA5053 QZRLA5052) Introducing a Topic and Organizing Support (RLA5054, RLA5055, CWRLA5057, QZRLA5056) Organizing and Providing Reasons (RLA5058, RLA5059, CWRLA5061, QZRLA5060) Linking Words and a Conclusion (RLA5062, RLA5063, CWRLA5065, QZRLA5064)</p>	

Language	<p>Conventions: commas; quotations and quotation marks</p> <p>Spelling: Latin roots; related words</p> <p>Handwriting: cursive letters s and S; cursive letters r and R</p>	<p><i>Reading Street,</i> Unit 6 Weeks 3-4</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	<p>Word Analysis: complex spelling patterns; word families</p>		
Annual Heritage and History Month Observance	<p>May: Asian/Pacific American Heritage & Older Americans Month</p> <p>Asian/Pacific American Heritage observation originally began as Asian/Pacific Heritage week on July 10, 1978. In 1992, President Bush signed legislation designated May as Asian/Pacific American Heritage Month. The term Asian/Pacific American includes many ethnic groups with diverse cultures. The month celebrates the collective achievements of the many different communities.</p> <p>Older Americans Month was established by presidential proclamation to honor the contributions of older Americans to society. Begun in 1962, Older Americans Month is a time to celebrate and reflect on the unique contributions of older Americans in our society.</p>		

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Concept 4-3
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Five (Course #5010046, #5020060, #5021070)

Suggested Pacing Range:
10 – 14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 4-3	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.5.RF.3.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>LAFS.5.SL.2.4 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.</p> <p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion.</p> <p>Remarks/Examples: Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.</p> <p>SS.5.A.6.3 Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p>Remarks/Examples: In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.</p> <p>SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River</p> <p>Remarks/Examples: Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.</p> <p>SS.5.A.6.6 Explain how westward expansion affected Native Americans.</p> <p>Remarks/Examples: Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.</p> <p>SS.5.A.6.7 Discuss the concept of Manifest Destiny.</p> <p>SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.</p> <p>SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west.</p> <p>Remarks/Examples: Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.</p> <p>SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>Remarks/Examples: Examples are Triangular Trade and tobacco.</p> <p>SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.</p> <p>Remarks/Examples: Examples are maps, globes, Geographic Information Systems (GIS).</p> <p>SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p>

<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>					
Big Ideas					
Science			Social Studies		
Additional Studies			Relationships affect choices		
Essential Outcome Questions					
Science			Social Studies		
			How do ideas and hardships influence choices? Why do people move?		
Aligned Learning Goals			Resources		Strategies for Differentiation
			Click HERE for Additional Resources		
Reading Informational	Key Ideas & Details	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Safari Montage, The Pioneer Journey Westward Reading Street possible text selections, Ghost Towns of the American West (U5 W5 main)		
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			
Science			Additional Studies		

Social Studies	SS.5.A.6.7 , SS.5.A.6.8 <ul style="list-style-type: none"> Explain how manifest destiny led to many Americans feeling a sense of entitlement toward expanding borders in North America. SS.5.A.6.9 , SS.5.G.2.1 <ul style="list-style-type: none"> Explain why a family would have to move. 	<u><i>Social Studies Supplemental Materials</i></u>	
Reading	Key Ideas & Details Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<i>Reading Street possible text selections,</i> Gold Dreams (U5 W5 paired) The Ghost Town (U5 W5 Sleuth)	
Speaking & Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	See RI and RL text selections	
Writing	opinion Write to introduce a topic or text clearly. Write to state an opinion. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. Write to provide logically ordered reasons that are supported by facts and details. Write to link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. Write opinion pieces that 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; provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clauses (e.g., consequently,	Florida Standards Writing Guide <i>Compass,</i> Writing an Opinion Piece (RLA5050, RLA5051, CWRLA5053 QZRLA5052) Introducing a Topic and Organizing Support (RLA5054, RLA5055, CWRLA5057, QZRLA5056) Organizing and Providing Reasons (RLA5058, RLA5059, CWRLA5061, QZRLA5060) Linking Words and a Conclusion (RLA5062, RLA5063, CWRLA5065, QZRLA5064)	

	specifically); and provide a concluding statement or section related to the opinion presented.		
Language	Conventions: punctuation Spelling: easily confused words Handwriting: cursive letters f and F	<p><i>Reading Street,</i> Unit 6 Week 5</p> <p>Florida Standards Phonics Handbook</p>	
Reading Foundational	Phonics/Word Analysis: compound words		

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