

5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

Unit 3 Lesson 11

READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>5RL5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem</p> <p>5RL9 Compare &amp; contrast stories in the same genre (e.g., mysteries &amp; adventure stories) on their approaches to similar themes &amp; topics</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p>Skill: Cause &amp; Effect</p> <p>Strategy: Visualize</p> <p>Genre: Historical Fiction/Informational Text</p>	<p><b>Anchor Lesson</b></p> <p>Dangerous Crossing” (Historical Fiction)                      TE pp. T16-T33, SB pp. 324-341                      Cause &amp; Effect LLG p. 206                      SUW 1-17 Tool 1-17a                      Stop &amp; Think TE p. T27, Projectable 11.2                      TE p. T43 Making Connections, “Text to Text”                      Academic Language TE pp. T32-T33</p> <p><u>Mother &amp; Son</u> TE pp. T12-T13, Projectable 11.1, LLG p. 207</p> <p>Reference: SUW 9-3</p> <p><a href="#">American Revolution Videos -- Mr. Nussbaum Website American Revolution for Kids</a> (Click on Causes and Effects) Use website to introduce Revolutionary War by sharing the list of causes and effects of the war. Tell students they will be learning about these throughout the unit. It provides an overview of events leading up to the war (causes) and effects of the Revolutionary War.</p> <p><a href="#">American Revolution Unit—Delaware Curriculum Lesson One</a>                      How can we use historical materials to understand cause and effect relationships? Have students complete at the end of next week’s lesson to culminate events causing the Revolutionary War.</p> <p>Show students <a href="#">No More Kings (2:59) from Schoolhouse Rock</a>                      Distribute a copy of the song “No More Kings” from the <a href="#">Can’t You Make Them Behave, King George?</a> lesson.</p> <p>What does the video identify as a main cause of the Revolution? Do you think this is a fair and accurate explanation of the Revolution? Explain your answer.</p>	<p>“Critical Thinking Questions” from Leveled Texts, Grab-and-Go Blackline Masters 11.7-11.10, pp. 9-12</p>

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SOCIAL STUDIES (Use with Unit 3, Lesson 11)

Civics	FOCUS	ADDITIONAL CONTENT LESSONS	ASSESSMENTS
<p>C.3.5.2 Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels</p> <p>C.3.5.3 Explain the development of policies to address public problems at the local, state, and federal levels</p> <p><b>Economics</b></p> <p>E.4.5.1 Explain ways trade-offs have allowed <i>societies</i> to get the most out of scarce resources</p> <p>E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making</p> <p>E.5.5.1 Examine ways a diverse labor force affected economies in early America</p> <p>E.5.5.2 Examine ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period</p> <p>E.5.5.3 Evaluate the development of a <i>free market system</i></p> <p>E.7.5.1 Explain ways trade leads to increasing economic <i>interdependence</i> among countries</p> <p><b>Geography</b></p> <p>G.8.5.1 Describe locations of <i>societies</i> and their cultural and <i>environmental characteristics</i> within early Americas through the 1820s using <i>geographic representations</i> of different scales</p> <p>G.8.5.2 Explain relationships between <i>physical</i> and human characteristics and changes over time using a variety of</p>	<p>Revolutionary War French and Indian War Proclamation 1783</p> <p><b>Compelling Questions:</b> In history, who do we believe and why? How do we use historical materials to understand cause and effect relationships?</p> <p><b>Guiding Question(s)</b> What major events led up to the Revolutionary War? How did the colonist react to King George III's efforts to tax them? How did the French and Indian war change the attitude of the British towards the colonists? What was the Proclamation of 1783? What British actions angered the colonists in the 1700s?</p> <p>Three resources recommended for this unit include:</p> <p><b>TCI—5<sup>th</sup> Grade SS Adoption Struggles for Independence</b> A school copy of Struggles for Independence was provided to schools. It has resources that can be used to support the Revolutionary Unit. The unit starts with establishing colonial families that view the events of the Revolutionary period through the</p>	<p><b>TCI LESSON 10 Presentation</b> “Tensions Grow Between the Colonies and Great Britain (2 WEEK LESSON)</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Notebook</a></li> <li>• <a href="#">Handout</a></li> </ul> <p><b>BEFORE READING</b> Day 1: Introduce the vocabulary words patriot, loyalist, and point of view. Tell students that there were different point of views regarding events leading up to the Revolutionary War. Use one of the following to introduce unit:</p> <p><a href="#">1.Mission of US-- Was the Principal of Empire Middle School Fair and Right?</a> Exploring Point-of-View</p> <p><a href="#">2.TCI Lesson 10 Presentation</a>--Preview Activity Slides 6-11 Experiential Exercise: Students plan a class party but then experience frustration when the PTA places restrictions on the party. Students relate their feelings to those of the colonists and then match metaphors of a principal-class conflict with key historical events.</p> <p>Tell students they are going to read a story about King George III's taxation of the Colonists.</p> <p><b>Additional Activity to Teach Point of View</b> Read a version of <a href="#">The Three Little Pigs</a> to the students. Then read a different perspective of the story Jon Scieszka's, <a href="#">The True Story of the 3 Little Pigs</a> to discuss <i>point of view</i>.</p> <p>Days 2-5 <b>DURING READING:</b> Read <i>George Vs George</i> by Rosalyn Schanzer to students throughout the week using the day to day teacher directions to guide discussion. This will provide an overview of the events and people they will be studying in more depth during the unit on the Revolutionary unit.</p>	<p>Have you ever been punished for something you thought was unjust? Did the person who punished you think they were doing the right thing? Write about this experience.</p> <p>“Taxation without Representation” was one major cause of the American Revolution. What is one example of taxation without representation? Explain your answer.</p> <p><i>Rubric</i> 2 – This response gives a valid example with an accurate and relevant explanation. 1- This response gives a Valid example with an inaccurate, irrelevant, or no explanation.</p>

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<p><i>geographic representations</i></p> <p>G.9.5.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period</p> <p>G.9.5.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.3 Examine reasons for population shifts in early America and the effects on various regions</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters</p> <p><b>History</b></p> <p>H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives</p> <p>H.12.5.4 Evaluate short &amp; long-term effects of European exploration and settlement in the Americas &amp; Arkansas from multiple perspectives</p> <p>H.12.5.5 Compare the social, economic, political, &amp; geographic development of the New England, middle &amp; southern colonies from multiple perspectives using a variety of sources</p> <p>H.12.5.6 Evaluate the economic &amp; cultural effects of indentured servants &amp; slavery in the New England, middle, &amp; southern colonies from multiple perspectives</p> <p>H.12.5.7 Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry</p>	<p>perspective of different families created by students. Teachers can choose resources from this tool as they work with students. Electronic copies of the components of the resources are below. Some recommendations for use of resource are included in curriculum</p> <ul style="list-style-type: none"> <li>• <a href="#">Struggle for Independence TE</a></li> <li>• <a href="#">Struggle for Independence Student Cards</a></li> <li>• <a href="#">Struggle for Independence Student Handouts</a></li> <li>• <a href="#">Struggle for Independence Portfolio</a></li> </ul> <p><b>Mission of US—For Crown or Colony—Online Resource</b></p> <p>Mission US is an additional online resource that can be used as teacher directed lessons or assigned to students as an online game to learn about the Revolutionary War.</p> <p><a href="#">Mission of US---For Crown or Colony Educator's Guide</a> Online</p> <p><a href="#">Mission of US Educators Guide PDF</a></p> <p>(Create an account to access activities.) Students learn about the war through experiences of Nat Wheeler. Use the Educator's Guide for background, instructions for guiding students through the activities &amp; all resources used in the activities. Students will use the click on Play to engage in the all activities or copies of activities can be provided to students.</p>	<p>Students analyze the character traits of King George III and George Washington and complete a class chart with the teachers. They will record information about each leader from the following areas: Personal Qualities/Leadership Skills/Decision Making Skills/Contributions to History. As you read discuss how King George III's point of view differed from that of the colonists.</p> <p><a href="#">George vs George Student Questions Handout</a></p> <p><a href="#">George vs George Teacher Version Questioning TCI Slides 12-32</a></p> <p>Students write the parallel historical event that relates to parent-child relationship to understand the interactions between the colonies and Great Britain. TCI Student Interactive Notebook pg. 62-63.</p> <p><b>AFTER READING:</b> Students further analyze King George III (TCI Student Interactive Notebook p. 64) by reading article "King George III and His Colonies" pp. 150-153.</p> <p><a href="#">Mr. Nussbaum Website American Revolution for Kids—French and Indian War</a>—Provides background and identifies causes and effects.</p> <p>Use the TCI textbook for additional content on the French and Indian War.</p> <p><b>Additional Activity:</b></p> <p><a href="#">The ABC's of the American Revolution</a>---Have students add to this activity throughout the unit.</p>	
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<b>WORD STUDY (Unit 3, Lesson 11)</b>			
<b>STANDARDS</b>	<b>FOCUS</b>	<b>TASKS/RESOURCES/MATERIALS</b>	<b>ASSESSMENTS</b>
5L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation & determine or clarify the precise meaning of key words & phrases. 5L6 Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal contrast, addition, & other logical relationships	<b>STRATEGY: Reference Sources</b> <b>ACADEMIC:</b> cause, effect, pronoun thesaurus, subject pronoun, object, antecedent, concluding sentence <b>SOCIAL STUDIES:</b> Colony, colonist, mother country, Proclamation 1783, French and Indian War, Revolutionary War <b>TARGETED CATEGORIES:</b> Teacher determined	Vocabulary Strategies TE pp. T44-T45 Projectable 11.3  Vocabulary in Context TE pp. T14-T15, SB 322-323 LLG pp. 136-137	Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 "Practicing and Expanding vocabulary."
5L2e Spell grade-appropriate words correctly, consulting references as needed. RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology	<b>SPELLING/ENCODING</b> VCCV Pattern: bargain, permit, lawyer, journey, sorrow, timber, pattern, tunnel, common, arrive, subject, publish, object, custom, burden, suppose, suggest, scissors, shoulder, perhaps	LLG pp. 76-77 Weekly Plan TE p. T50-T51 Reader's Notebook pp. 160-162	Spelling Assessment: Refer to Section 3 of SUW.
<b>WRITING WORKSHOP (Use with Unit 3, Lesson 11)</b>			
<b>GRAMMAR</b> 5L1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. 1L1b Use common, proper, & possessive nouns.	<b>SKILL</b> Subject and Object Pronouns	Weekly Plan TE pp. T52-T55 Projectable 11.4-116 Reader's Notebook pp. 163-167 SB pp. 350-351	
<b>PROCESS WRITING</b> 5L3 Use knowledge of language & its conventions when writing, speaking, reading or listening. A. Expand, combine, & reduce sentences for meaning, reader/listener interest, & style	<b>WRITING TYPE</b> Topic Sentences	<b>SUW LESSONS &amp; TOOLS</b> SUW 4-18 Defining a Topic Sentence pp. 164-165; Tool 4-18a SUW 4-19 Topic Sentence Variety "Questions Plus a Statement Topic Sentences" pp. 165-166a; p. 171 Tool 4-19h "Occasion/Position Topic Sentences" pp. 165-166a; p. 168a; Tool 4-19c	*SUW 10-10 Quick Check for Topic Sentences, pp. 426-427; Tools 10-10e & 10-10f *Use for a lesson also <b>Social Studies Prompt:</b> What might have happened if King George had had a different point of view about colonies. TCI Reading Further Activity Student Interactive Notebook p. 65

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Unit 3 Lesson 12			
READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>5RI3 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>5RL7 Analyze how visual &amp; 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><b>COMPREHENSION/FLUENCY</b>  <b>Skill:</b> Fact and Opinion  <b>Strategy:</b> Question  <b>Genre:</b> Historical Fiction &amp; Poetry</p>	<p><b>Anchor Lesson</b>  <b>Can't You Make Them Behave, King George?</b> (Narrative Nonfiction) SE p. 305                      LLG Fact &amp; Opinion p. 62                      "Tea Time!" Student Magazine p. RA36                      U3 EXT L1 p. C3                      U3 EXT L2 pp. C4-5  <b>"The Midnight Ride of Paul Revere"</b>                      SB pp. 390-392                      EXT Unit 3, pp. C6-7                      "Words Alive!" Student Magazine p. RA 45                      U3 EXT pp. C10-11, Blackline Masters CC3.2a-CC3.2c  <a href="#">Can't You Make Them Behave, King George?</a> Lesson.</p> <p>Use Critical Incident: TE pp. 32-37 from Struggle for Independence to teach about taxes imposed on colonist.  <a href="#">Episode 4 Slides</a>                      Use to discuss the different point of views of the colonists and Britain regarding their conflicts.</p>	<p>U3 EXT p. C5 "Apply"</p>
SOCIAL STUDIES (Use with Unit 3, Lesson 12)			
<p><b>Civics</b>                      C.3.5.2 Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels                      C.3.5.3 Explain the development of policies to address public problems at the local, state, and federal levels</p> <p><b>Economics</b>                      E.4.5.1 Explain ways trade-offs have allowed <i>societies</i> to get the most out of scarce resources</p>	<p><b>FOCUS</b>  <b>American Revolution</b>                      The French and Indian War                      The Proclamation of 1763                      The Quartering Act                      The Stamp Act                      The Boston Massacre                      The Boston Tea Party                      The Intolerable Acts  <b>Compelling Question:</b>                      What British actions angered the colonists in the 1700s?</p>	<p><b>ADDITIONAL CONTENT LESSONS</b>  <a href="#">TCI Lesson 10 Presentation</a>-- (CONTINUED FROM WEEK 11)                      Read <i>Can't You Make Them Behave, King George</i> by Jean Fritz. If not available, you can use other text to complete activities to lesson plan on book. Work with students to complete a chart that records evidence from student readings, including last week's book, to support the point of view of the colonist, King George III, and the author.</p> <p>Students will be creating a timeline of significant events that led up to the Revolutionary War this week. Choose</p>	<p><b>ASSESSMENTS</b>                      Timeline (King George Lesson)  <a href="#">Can't You Make Them Behave, King George?</a></p> <p><a href="#">King George Sample Chart</a>                      Point of View: Means how someone sees something, their opinion of it.                      Author's Point of View: We can identify the author's viewpoint of</p>

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<p>E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation)</p> <p>E.5.5.1 Examine ways a diverse labor force affected economies in early America</p> <p>E.5.5.2 Examine ways <i>human, natural, * capital resources</i> were organized to produce and deliver goods &amp; services in pre-colonial America through the Revolutionary period</p> <p>E.5.5.3 Evaluate development of a <i>free market system</i> (e.g., mercantilism, property rights, free enterprise)</p> <p>E.7.5.1 Explain ways trade leads to increasing economic <i>interdependence</i> among countries</p> <p><b>Geography</b> G.8.5.1 Describe locations of <i>societies</i> &amp; their cultural &amp; <i>environmental characteristics</i> within early Americas through the 1820s using <i>geographic representations</i> of different scales</p> <p>G.8.5.2 Explain relationships between <i>physical</i> and human characteristics and changes over time using a variety of <i>geographic representations</i></p> <p>G.9.5.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period</p> <p>G.9.5.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.3 Examine reasons for population shifts in early America and the effects on</p>	<p><b>Guiding Questions:</b></p> <p>A. What were Britain's reasons for taxing the colonies and how did the colonist react?</p> <p>B. How were the colonists' dependent on Britain for goods and services?</p> <p>C. How did the people in colonial Boston respond to the arrival of British troops?</p> <p>D. What factors influenced whether the colonist was a loyalist or a patriot?</p>	<p>one of the following two resources to guide in creation of timeline:</p> <p>Use the timeline activity from <a href="#">Can't You Make Them Behave, King George?</a></p> <p>After completing the activity, students will create a timeline in the classroom. Add events to the timeline throughout the unit as they are introduced. It will begin with the French and Indian War (1763), peaks with the Declaration of Independence (1776), and concludes with the Treaty of Paris (1783).</p> <p>2. Use Critical Incident: TE pp. 32-37 from Struggle for Independence to teach about taxes imposed on colonist. <a href="#">Episode 4 Slides</a></p> <p>Discuss how the colonists were dependent upon goods and services of England and the taxing of these goods and services.</p> <p><b>BEFORE READING:</b> Tell students they will be reading about significant events that contributed to the conflict between the British and the colonist.</p> <p><b>DURING READING:</b>  <a href="#">TCI LESSON 10 Presentation</a> "Tensions Grow Between the Colonies and Great Britain (2 WEEK LESSON)"</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Notebook</a></li> <li>• <a href="#">Handout</a></li> </ul> <p>Use student textbook and TE to guide their understanding of the conflict between Great Britain and colonists.            George vs George by Rosalyn Schanzer            Can't You Make Them Behave, King George by Jean Fritz  <a href="#">King George Sample Chart</a></p> <p><b>AFTER READING:</b>            Critical Incident: <a href="#">Episode 5 Arrival of the British Troops</a> TE pp. 38-41</p>	<p>King George by noticing the facts and opinions that she includes in her writing.</p> <p style="text-align: center;"><a href="#">Revolutionary War Matrix</a></p>
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<p>various regions</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomenon, war)</p> <p><b>History</b></p> <p>H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)</p> <p>H.12.5.4 Evaluate short and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p> <p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers)</p> <p>H.12.5.6 Evaluate the economic &amp; cultural effects of indentured servants and slavery in the New England, middle, &amp; southern colonies from multiple perspectives</p> <p>H.12.5.7 Research development of the colonies by generating <i>compelling &amp; supporting questions</i> to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics &amp; geography?)</p>		<p>Episode 5 Handouts</p> <ul style="list-style-type: none"> <li>• Setting the Stage/Narrative</li> <li>• Primary Source Document—Boston Evening Post TE 40-41 and TE Portfolio 14 What do you think the author’s purpose was in this article?</li> <li>• <b>Taking a Position</b> TE Portfolio 20</li> </ul> <p><b>Additional Activities</b> (Great simulation for students to understand how the colonist were affected by taxes)</p> <p><a href="#">.Tax Simulation Game Teacher Directions</a></p> <p><a href="#">Representations of Supplies</a></p> <p><a href="#">Coins</a></p> <p><a href="#">Bills \$1</a></p> <p><a href="#">Bills \$5</a></p> <p><a href="#">Bills \$10</a></p> <p><a href="#">Simulation Job Cards</a></p>	
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<p>5L3b Compare &amp; contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>5L6 Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Varieties of English</p> <p><b>ACADEMIC:</b> fact, opinion, reasons, context, synonym, future tense, position, evidence</p> <p><b>SOCIAL STUDIES:</b> boycott, delegate, First Continental Congress, import, massacre, Parliament, protest, repeal, taxation without representation, Quartering Act, Stamp Act, Boston Massacre Boston Tea Party, Intolerable Act</p>	<p><b>Vocabulary Strategy:</b> TE pp. T124-T125, Projectable 12.3</p> <p>Vocabulary in Context pp. T92-T93, SB pp. 354-355 LLG p. 138 Introduce Vocabulary LLG p. 138 Word Pairs LLG p. 139 Multiple Meaning Words</p> <p>“Speak the King’s English” Student Magazine p. RA44 U3 EXT pp. C8-9 Blackline Master CC3.1</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, Section 3 “Practicing and Expanding Vocabulary.”</p>
<p>5L2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology</p>	<p><b>SPELLING/ENCODING VCV</b> Pattern: human, exact, award, novel behave, credit, basic, vivid, evil, item modern, nation, robot, panic, select, cousin police, prefer, menu, deserve</p>	<p>LLG pp. 78-79 Weekly Plan TE pp. T130-T131 Reader’s Notebook pp. 172-174</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
<b>WRITING WORKSHOP (Use with Unit 3, Lesson 12)</b>			
<p><b>GRAMMAR</b></p> <p>L1c Use verb tense to convey various times, sequences, states, &amp; conditions.</p> <p>L1d Recognize &amp; correct inappropriate shifts in verb tense.</p>	<p><b>SKILL</b> Verb Tenses</p>	<p>Weekly Plan TE pp. T132-T135 ELL Scaffold Activity TE p. T132 Projectable 12.4-12.6 Reader’s Notebook pp. 175-179 SB pp. 384-385</p>	
<p><b>PROCESS WRITING</b></p> <p>5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons &amp; information.</p> <p>a. Introduce a topic or text clearly, state an opinion, &amp; 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 &amp; details.</p>	<p><b>WRITING TYPE</b> Expository; opinion</p>	<p><b>SUW LESSONS &amp; TOOLS</b></p> <p>9-1 Persuasive Writing Students will use this strategy to write persuasive paragraphs, reports, or essays p. 361 “Noting the Opposing Position”; Tools 9-1a &amp; 9-1d “Writing an Argument”, Tools 9-1a &amp; 9-1e</p>	<p>*SUW 10-17 p. 440 Tools 10-17a, 10-17b, &amp; 10-17c *Also use as a lesson. <b>Social Studies Prompt:</b> Write a letter to a family member in England explaining your position or opinion. The colonist did or did not have a good reason to oppose the British. Use evidence from different events leading up to the Revolutionary War. (French &amp; Indian War or Proclamation of 1783)</p>



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Unit 3 Lesson 13			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>CC5RL1 Quote accurately from a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p>	<p>COMPREHENSION/ FLUENCY Skill: Conclusions Strategy: Generalizations Genre: Historical Fiction &amp; Plays</p>	<p><b>Anchor Lesson</b> <u>They Called Her Molly Pitcher</u> (Historical Fiction) TE pp. T174-T187 SB pp. 390-403 Conclusions &amp; Generalizations LLG p. 210 “Lydia’s Journey” LLG p. 211 Stop &amp; Think T169 Journal Prompt TE p.152 Prompt: Students will compare and contrast images of the Boston Massacre using one or parts of the different lessons below:</p> <p><a href="#">Using Pictures to Build Schema for Social Studies Content</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Handouts</a></li> </ul> <p>Have students compare and contrast two images of the Boston Massacre. After viewing each image, provide a narrative about the author of the image. <a href="#">Struggle for Independence Episode 6 The Boston Massacre</a>—Use the following from this Episode: Portfolio 17, Visual Literacy: Historical Illustrations; Content Slide Set 8; Student Handouts pp.16-17</p> <p><a href="#">Bostonian Society The Boston Massacre of March 5, 1770---Using Images</a> (Provides several images of the Boston Massacre and background information on the author of each image.)</p> <p><a href="#">NEWSELA Boston Massacre</a></p> <p>TCI Language Arts Objectives: Present arguments and questions in a panel debate (speaking and listening.) Practice oral skills by reciting an excerpt from a famous speech (speaking). Write arguments that support and dispute arguments by Patriots and Loyalists (writing).</p> <p>What conclusions can you draw about the message the author was conveying about the Boston Massacre in each of</p>	<p>SUW 1-37 Responses to Essay Questions pp. 55-56; Bonus Tool 1-37-1* SUW 10-10 Quick Sketch for Short Answers, adapted *use as a lesson</p>

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## 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

		the readings and visuals? What clues were there to support your answer?	
SOCIAL STUDIES			
<p><b>STANDARDS</b>  H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)  H12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French &amp; Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)  H.12.5.10 Evaluate how individuals and groups influenced the American Revolution movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty)</p>	<p><b>FOCUS</b>  <b>American Revolution</b>  Loyalists and Patriots</p> <p><b>Compelling Question:</b>  Should the colonist declare independence from Great Britain?</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the arguments for and against colonial independence from Great Britain?</li> <li>• What happened at the Boston Massacre? How do we know what happened? How does point of view change the story?</li> <li>• Whose account of the Boston Massacre do you believe?</li> <li>• How can art tell a story?</li> </ul> <p>Three resources recommended for this unit include:</p> <p>Struggles for Independence</p> <ul style="list-style-type: none"> <li>• <a href="#">Struggle for Independence TE</a></li> <li>• <a href="#">Struggle for Independence Student Cards</a></li> <li>• <a href="#">Struggle for Independence Student Handouts</a></li> </ul>	<p><b>ADDITIONAL CONTENT LESSONS:</b>  <b>Days One/Two/Three</b>  Students will read different accounts of the Boston Massacre to answer “Whose account of the Boston Massacre do you believe?”  <b>(The Boston Massacre was discussed in Lesson 10 of TCI) Slide 27 TCI Lesson 10 Presentation</b>—Students can reread Section 5 Student Text “The Boston Massacre Have students look for clues as they look at visuals and read different accounts of the Boston Massacre to draw conclusions about what happened.</p> <p><b>BEFORE READING:</b>  Introduce the term propoganda and tell students that they will be examining how propoganda was used to promote the Revolutionary War. Tell students that they will examine how the account of the Boston Massacre was told from different points of view.</p> <p><b>DURING READING:</b>  Choose from the readings and activities below to have students read different accounts and view visuals of the Boston Massacre to examine different perspectives of the same event.  <a href="#">Mission US—Who Started It</a> Have students read both accounts. Discuss how they differ.</p> <p>Choose primary sources and secondary sources from the links below that are from both perspectives in regard to what really happened at the Boston Massacre. As students read, have them identify evidence that supports whose perspective is represented in the reading. Have them mark the text as they read with a P (Patriot) or B (British or Loyalist) to</p>	<p><b>ASSESSMENT</b>  <a href="#">Mission US Part 4</a>  Postgame Discussion Questions</p> <p>Identify <b>one</b> reason why patriots wanted independence from Great Britain <b>and one</b> reason why loyalists wanted to remain a part of the British Empire.</p> <p>2 – This response gives one accurate reason for independence and one accurate reason against independence.  1 – This response gives one accurate reason for independence or one accurate reason against independence.</p> <p><b>Patriots vs Loyalists</b> (Use one of the activities below to determine if an individual is a patriot or a loyalist))  <a href="#">Who Said It: Tory or Whig</a>  Tory/Loyalist Tory/Patriot  <a href="#">Which to be? Tory or Patriot</a>  <a href="#">Political Perspectives</a></p>

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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

	<ul style="list-style-type: none"> <li>• <a href="#">Struggle for Independence Portfolio</a></li> </ul> <p><a href="#">Mission of US--For Crown or Colony Educator's Guide</a> Online  <a href="#">Mission of US Educators Guide PDF</a></p> <p><b><a href="#">TCI LESSON 11 "To Declare Independence or Not"</a></b></p>	<p>indicate if the text supports the account of the British or the Patriots.</p> <p><a href="#">Struggle for Independence Episode 6 The Boston Massacre</a>  <a href="#">Boston Massacre Trials 1770</a>  <a href="#">Boston Massacre Trial Resources</a>  <a href="#">Colonial Williamsburg Lesson: Multiple Perspectives</a></p> <p><b>AFTER READING:</b> Students will use the different accounts they have read about the Boston Massacre to create their own visual of what happened. Instead of creating a drawing from the perspective of a Patriot as the directions state, some of the students will create a drawing from a Patriots viewpoint and others from the British viewpoint.</p> <p>Mission US "From Crown to Colony": Part 4 Mr. Revere's Engraving—From Bad to Worse—Use lesson to discuss how Mr. Revere planned his engraving of the Boston Massacre and what he wanted to convey to others in his engraving.  <a href="#">Mission US Part 4</a></p> <p>Days 4-5          Should the Colonists Declare Their Independence?</p> <p><b><a href="#">TCI LESSON 11 "To Declare Independence or Not"</a></b></p> <p><b>BEFORE READING:</b> TCI Slides 6-14 Students examine the role of government in their lives and identify Patriot and Loyalist views about Great Britain's rule of the colonies.</p> <p><b>DURING READING:</b> TCI Slides 15-26          In a <b>Problem Solving Group</b> activity, student groups represent the six historical figures in a panel debate between Loyalists and Patriots Activity  <b>Phase 1</b> "Preparing Characters and Arguments (Slides 15-26)  <b>Phase 2</b> "Presenting Arguments in a Panel Debate" (Slides 27-31). Student will debate "Should the colonies declare independence from Great Britain?"</p>	<p><a href="#">Patriot, Loyalist, or Neutral? You Decide</a></p> <p><b>Additional Resources:</b>  <a href="#">Historical Scene Investigations Who Was Responsible for the Boston Massacre? Was justice served in the Trail of the Boston Massacre?</a></p> <p>Art as Propaganda---Two Accounts of the Boston Massacre  <a href="#">Boston Massacre Image 1</a>  <a href="#">Boston Massacre Image 2</a>  <a href="#">Soldiers Account</a>  <a href="#">Preston and Eyewitness Account</a>  <a href="#">Key Figures</a></p>
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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

		<p><b>Phase 3</b> “Completing Reading Notes (Slides 30-31) Read sections 2-7 in Student Text and complete the Reading Notes (<a href="#">Student Interactive Notebook</a> pp. 68-69) as students read about each figure.</p> <p><b>AFTER READING:</b> Students practice presenting part of Patrick Henry’s most famous speech and create their own Patriot and Loyalist rallying cries. “Patrick Henry, Radical Revolutionary” Slides 32-36 Student practice reading part of the famous speech by Patrick Henry made in March 1775 using expression as they speak. <a href="#">Student Interactive Notebook</a></p>	
WORD STUDY			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print &amp; digital, to find the pronunciation &amp; determine or clarify the precise meaning of key words &amp; phrases.</p> <p>5L6 Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>STRATEGY:</b> Thesaurus</p> <p><b>ACADEMIC:</b> conclusion, goal, persuade, argue, opinion, regular verb antonym, generalization, thesaurus, irregular verb</p> <p><b>SOCIAL STUDIES:</b> independence, Loyalists/Tory, neutral, Patriots/Whig, traitor</p> <p><b>TARGETED CATEGORIES:</b> Teacher’s Choice</p>	<p>Vocabulary Strategies TE pp. T198-T199, T228-T229, Projectable 13.3</p> <p>Vocabulary in Context TE pp. T172-T173, SB pp. 388-389</p> <p>LLG p. 140 Intro. Target Vocab. LLG p. 140 Word Associations LLG p. 141 Synonyms</p> <p>Academic Language TE pp. T188</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW Section 3 “Practicing and Expanding vocabulary.”</p>
<p>5L2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>VCCCV Pattern: conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, partner mischief, childhood, purchase, dolphin, complain, tremble</p>	<p>LLG pp. 80-81</p> <p>Weekly Plan TE pp. T204-T205</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
WRITING WORKSHOP			

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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

<p><b>GRAMMAR</b>            5L1 Demonstrate command of the conventions of standard English grammar &amp; usage when writing or speaking.            3L1a Explain the function of nouns, pronouns, verbs, adjectives, &amp; adverbs in general &amp; their functions in particular sentences. (Review)</p>	<p><b>SKILL</b>            Regular &amp; Irregular Verbs</p>	<p>LLG pp. 80-81            Weekly Plan TE pp. T204-T205</p>	<p>Weekly Tests 13.15-13.16 pp. T201</p>
<p><b>PROCESS WRITING</b>            5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons &amp; information.            5W1a Introduce a topic or text clearly, state an opinion, &amp; create an organizational structure in which ideas are logically grouped to support the writer's purpose.            5W1b Provide logically ordered reasons that are supported by facts &amp; details.            5W1d Provide a concluding statement or section related to the opinion presented.</p>	<p><b>WRITING TYPE</b>            Expository: Opinion/Argumentative</p>	<p><b>SUW LESSONS &amp; TOOLS</b>            9-1 Persuasive Writing Students will use this strategy to write Opinion paragraphs, reports, or essays pp. 361-362            "Writing Editorials &amp; Letters to the Editor"; Tools 9-1a &amp; 9-1f            "Write an Advertisement"; Tools 9-1a &amp; 9-1g            *SUW 10-17 p. 440 Tools 10-17a, 10-17b, &amp; 10-17c            "Occasion/Position Statements" pp. 109-110            "And, But, So &amp; Or Sentences" p. 109            "Writing an Argument", Tools 9-1a &amp; 9-1e</p>	<p><b>Social Studies Prompt:</b>            TCI Processing Activity Slide 39            Student Interactive Notebook p. 71.            Write a letter to a family member in England explaining your position or opinion to the following prompt:            The colonist did or did not have good reason to oppose the British. Use evidence from the different events leading up to the Revolutionary War. i.e. French and Indian War, Proclamation of 1783, Taxes            You will learn about other events over the next two weeks.             SUW Tool E5-29a: Opinion Essay and Report Scoring Guide</p>

#### Unit 3 Lesson 14

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**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>CC5RI1 Quote accurately from a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p>CC5RI5 Compare &amp; contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or info. in 2 or more texts.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p>Skill: Sequence of Events</p> <p>Strategy: Summarize</p> <p>Genre: Biography</p>	<p><b>James Forten</b> (Biography) LLG, p. 212, TE pp. T248-T261; SB p.418-433 LLG p. 256 Biography</p> <p><b>Freedom for Chatham Freeman</b> TE pp. T244-T245, Projectable 14.1, LLG p. 213</p> <p>SUW Tools E 10-7a and E10-7c “How to Write a Biographical Sketch” Stop &amp; Think TE pp. T255, T259</p> <p>Leveled Books (Lesson 11) T 67-68: A Night to Remember (On Level); A Special Night (ELL) Use these books to read about the Boston Tea Party and identify the story structure using Lesson LLG p. 218. Boston Tea Party</p> <p>“<b>Your Turn</b>” Heroic Times TE p. 323 Reference: SUW 9-3</p> <p>Use activities and readings from the resources below to learn about different accounts of the Boston Tea Party. Use the information to sequence the events and write a summary of what happened.</p> <p><a href="#">NEWSELA Boston Tea Party</a></p> <p><a href="#">Poem---Revolutionary Tea</a> (Relate to the Boston Tea Party and use the lesson plan to discuss poem.) <a href="#">Tea Party Schoolhouse Rock Video Clip</a> <a href="#">Lesson Plan—Use to help guide discussion about the poem.</a> <a href="#">Struggle for Independence Student Handout</a> pp. 19-21 — Slide Set 9. Write a summary of the account of the Boston Tea Party from the account on p.1</p> <p><a href="#">Boston Tea Party Teacher Guide</a></p>	<p>“Critical Thinking Questions” from Leveled Texts, Grab-and-Go Blackline Masters 14.7-14.10, pp. 9-12</p>

**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

		<p><a href="#">Boston Tea Party Background and Readings</a> (Resource Handouts 1-7) Students will be reading three accounts of the Boston Tea Party to record similarities and differences of the accounts. Record finding on Resource Handout #4 “Tea Party Comparison”.</p> <p><a href="#">Struggle for Independence Episode 7 A Bold Protest</a>—Use to guide instruction. <a href="#">Struggle for Independence Student Handout</a> pp. 19-21 <a href="#">Struggle for Independence Portfolio</a> Complete the activity on p.23 of the Portfolio.</p> <p><a href="#">American Revolution Videos</a> -- <a href="#">Ted ED Video Boston Tea Party and Questions</a></p> <p><a href="#">Boston Tea Party Teacher Guide</a> Students will use a Primary Source Analysis as they read accounts of two other tea parties that occurred in other parts of the colonies. <a href="#">Boston News Account April 1, 1774 Boston Tea Party</a></p>	
<b>SOCIAL STUDIES</b>			

### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

STANDARDS	FOCUS	ADDITIONAL CONTENT LESSONS	ASSESSMENTS
<p>E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary Period</p> <p>G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations</p> <p>H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)</p> <p>H12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French &amp; Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)</p> <p>H.12.5.10 Evaluate how individuals and groups influenced the American Revolution movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty)</p>	<p><b>Boston Tea Party</b></p> <p>The Second Continental Congress</p> <p>Thomas Paine and Common Sense</p> <p>Declaration of Independence</p> <p><b>Compelling Question:</b> What are the main ideas in the Declaration of Independence?</p> <p><b>Guiding Question:</b></p> <p>What was the Boston Tea Party?</p> <p>What were the major events leading to the creation and approving of the Declaration of Independence?</p>	<p>Students will be reading about the Boston Tea Party during their literacy block and determining the sequence of events leading up to it. In the TCI textbook, they will be reading about the events that eventually led to the colonist writing the Declaration of Independence. Refer back the timeline activity students completed earlier in the unit and discuss the sequence of events leading to the writing of the Declaration of Independence.</p> <p><a href="#">American Revolution Videos</a> Includes videos/activities /reading selections with questions.</p> <p><a href="#">America the Story of Us: Declaration of Independence</a> Video Clip (4 minutes)</p> <p><a href="#">TED ED Video and Questions</a></p> <p>Declaration of Independence Video</p> <p><b><a href="#">TCI LESSON 12 “The Declaration of Independence”</a></b></p> <p><b>BEFORE READING:</b> Slides 6-9 Students identify well-known people of today who influence them. Student Interactive Notebook p.73. Slide 8 NOTE: Develop Vocabulary: Introduce the following key terms – Second Continental Congress, Minuteman, militia, Declaration of Independence, Founding Fathers, and equality. Discuss each term before beginning the activity (see TCI Solutions for Effective Instruction teachtci.com). Review each term again with students as it appears in the activity reading and encourage them to use it in their writing.</p> <p><b>DURING READING:</b> Slides 10-42 In a Social Studies Skill Builder, students read about the events leading up to the Declaration of Independence and restate, in their own words, key excerpts from the document. Groups create skits that capture the key ideas of each excerpt. Student Interactive Notebook pp. 74-75.</p> <p><b>AFTER READING:</b> Slides 43-45 “Reading Further Activity” Students examine Jefferson’s words and actions regarding slavery. Have students find examples of Thomas</p>	<p><a href="#">Inexcusable Acts</a></p> <p>Choose assessments from lessons to access students’ understanding of events leading to the Colonists decision to declare independence from Britain. They should understand that these events were viewed from multiple perspectives.</p>



### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

		<p>Jefferson’s words and actions on the issue of slavery. Have them record ways he opposed slavery and ways he supported it.(Student Interactive Notebook p.76)</p> <p>Use the resources below during the literacy block to discuss biographies on the signers of the Declaration of Independence. Discuss the difference between biography and autobiography.</p> <p><b>Declaration of Independence</b>  <a href="#">Biographies of Signers of the Declaration of Independence</a>  <a href="#">Join the Signers of the Declaration of Independence</a>  <a href="#">Destiny of The Signers of the Declaration of Independence</a></p> <p><a href="#">The Price They Paid</a> (This site provides additional information about the destiny of the Signers of the Declaration of Independence. It is a good source to show students how information in history can sometimes be embellished.)</p> <p><a href="#">The American Revolution: Three Lesson Plans for Critical Thinking—Lesson 1</a> “Three Autobiographical Activities” (You can use all or just segments of this lesson to teach about the Purpose of the Declaration of Independences and the Signers of the Declaration of Independence)</p> <p>The Signers: The 56 Stories Behind the Declaration of Independence by Dennis Brendell Fradin</p>
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#### WORD STUDY

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
5L4b Use common, grade-appropriate Greek and Latin affixes & roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 5L6 Acquire & use accurately grade appropriate general academic & domain specific words & phrases,	<b>STRATEGY:</b> Greek & Latin Roots: graph, meter, port, & ject <b>ACADEMIC:</b> sequence of events, summarize, chronological order, word root, active <b>SOCIAL STUDIES:</b> Quartering Act, Stamp Act, Gov. Hutchinson, loyalist,	Vocabulary Strategies TE pp, T272-T273 Projectable 14.3 Reader’s Notebook p. 195	Demonstrate understanding of academic language through proper applications in writing. Refer to SUW, section 3 "Practicing and Expanding Vocabulary."

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including those that signal contrast, addition, & other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Townsend Acts, Boycott, patriots, Boston Tea Party, vigilante, Sons of Liberty <b>CATEGORIES:</b> Teacher's choice		
5L2e Spell grade-appropriate words correctly, consulting references as needed. RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology to read accurately unfamiliar multisyllabic words in context & out of context.	<b>SPELLING/ENCODING</b> VV Pattern: actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot	LLG pp. 82-83 Weekly Plan TE pp. T278-T279 Reader's Notebook pp. 196-198	Spelling Assessment: Refer to Section 3 of SUW.
<b>WRITING WORKSHOP</b>			
<b>GRAMMAR</b> 5L1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	<b>SKILL</b> Commas and Semicolons	Weekly Plan TE pp. T280-T283 ELL Scaffold Activity TE p. T280 Projectable 14.4-14.6 SB pp. 440-441 Reader's Notebook pp. 199-203	
<b>PROCESS WRITING</b> 5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information. 5W1a Introduce a topic or text clearly, state an opinion, & create an organizational structure in which ideas are logically grouped to support the writer's purpose. 5W1b Provide logically ordered reasons that are supported by facts & details. 5W1d Provide a concluding statement or section related to the opinion presented.	<b>WRITING TYPE</b> Expository: Opinion/Argumentative	<b>SUW LESSONS &amp; TOOLS</b> <b>NEW MANUAL</b> Lessons: E5-4 Accordion Paragraphs for Opinion Writing E5-5 Elements of Opinion Essays and Reports (reference) E5-6 Blocking out Opinion Essays and Reports E5-7 Informal Outlines for Essays and Reports E5-8 Writing Opinion Essays and Reports, Step-by-Step E5-9 Starting an Opinion in a Topic Sentence  Tools: E5-4b A Stronger Opinion Paragraph E5-5a Differences between Opinion Essays and Reports E5-5b Elements of Opinion Essays and Reports E5-5c Opinion Essays and Reports Example  SUW 9-1 Persuasive Writing; p. 358-359 # 1-5; Tool 9-1a, 9-1b SUW 9-1 Persuasive Writing p. 360 #6	SUW Tool E5-29a: Opinion Essay and Report Scoring Guide  <b>Social Studies Prompt</b> Tell students they will be creating a flyer or writing a newspaper article from the point of view of a colonist in Boston, Chester Town, or Charlestown.  Assign half the room to complete the activity as a Patriot of the colony and the other half of the room to complete the activity from the point of view of the British. Students will be using one of the writing formats to convince

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		<p>SUW 9-1 Persuasive Writing p. 360 # 7 repeat #6-7 as needed “Occasion/Position Statements” pp. 109-110 “And, But, So &amp; Or Sentences” p. 109 “Writing an Argument”, Tools 9-1a &amp; 9-1e</p>	<p>others that the colonist should/should not have participated in the dumping of the tea. Be sure to use details or examples from the primary source documents to provide evidence of their point of view.</p> <ul style="list-style-type: none"> <li>• Create a flyer, write a speech or letter telling other colonists either to participate or not to participate in the dumping of the tea.</li> <li>• Write a newspaper article about the Boston Tea Party from either the Patriot or British point of view.</li> </ul>
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**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

Unit 3 Lesson 15

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p>5RL3 Compare &amp; 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><b>COMPREHENSION/FLUENCY</b>  <b>Skill:</b> Compare &amp; Contrast  <b>Strategy:</b> Monitor/Clarify  <b>Genre:</b> Biography</p>	<p><b>Anchor Lesson</b>  <b>We Were There, Too</b>                      TE pp. T322-339, T376-T377, SB pp. 446-463                      LLG p. 214 Focus Wall T307</p> <p><u>Citizen Spies</u>, LLG p. 215, TE pp. T318-T319                      Projectable 15.1</p> <p>The Declaration of Independence proclaimed all men to be created equal but at the time of the Revolutionary War, Native American tribes were being forced off their land. Their way of life was being destroyed. Black people were enslaved against their will, brutally beaten and killed, and forced into grueling labor. These two groups of people were both involved in the American Revolution. You will learn about their roles in the war and compare their experiences.</p> <p>Use the articles below to compare and contrast experiences of the war for Native American tribes, slaves and colonists.</p> <p><a href="#">NEWSELA AFRICAN AMERICANS IN THE REVOLUTIONARY WAR (5<sup>TH</sup>)</a></p> <p><a href="#">NEWSELA AFRICAN AMERICANS IN THE REVOLUTIONARY WAR (3<sup>RD</sup>)</a></p> <p><a href="#">NEWSELA AMERICAN REVOLUTION: THE INDIANS WAR OF INDEPENDENCES (5<sup>TH</sup>)</a></p> <p><a href="#">NEWSELA AMERICAN REVOLUTION: THE INDIANS WAR OF INDEPENDENCES (3<sup>RD</sup>)</a></p> <p>What side of the war did the groups fight on and why did they fight on that side? How was their experience of the war different from the white colonists' perspective?</p>	

5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

SOCIAL STUDIES

STANDARDS	SOCIAL STUDIES FOCUS	ADDITIONAL CONTENT LESSONS	ASSESSMENTS
<p>H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using primary and secondary sources (e.g., loyalists, patriots, Native Americans, slaves)</p> <p>H12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French &amp; Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)</p> <p>H.12.5.10 Evaluate how individuals and groups influenced the American Revolution movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty)</p>	<p>Revolutionary War The Continental Army The British Army The Treaty of Paris, 1783</p> <p><b>Compelling Questions:</b> How did the colonists win the American Revolution?</p> <p><b>Guiding Questions:</b> How did strengths and weaknesses from both sides help/hurt them in the war?</p> <p>What major events led up to the Revolutionary War?</p>	<p><b>TCI LESSON 13 “The American Revolution” (2 weeks)</b></p> <p><b>BEFORE READING:</b> Students examine how their emotions are related to their personal connection to an event. <a href="#">TCI Slides 6-16. TCI Student Interactive Notebook p.79</a></p> <p><b>DURING READING:</b> Students identify strengths and weaknesses of the American and British forces in the American Revolution. In an Experiential Exercise, students engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution. Then students take notes on such factors as the challenge Great Britain faced in fighting so far from home and the support the colonies received from European allies. <a href="#">TCI Slides 17- 35. TCI Student Interactive Notebook p.79</a></p> <p><a href="#">American Revolution Tug of War -----Modified Version- Created by Dr. Kristin Mann</a></p> <p><b>AFTER READING:</b> Students read the section “Reading Further” and write something that women did to help the war effort during the American Revolution. Students also draw a picture and write a caption that shows what either slaves or American Indians may have experienced during the American Revolution. Slides p. 36-40 <a href="#">Student Interactive Notebook pp.82-83.</a></p> <p><a href="#">Learning About Research and Writing Using the Revolutionary War--ReadWriteThink</a></p>	<p><b>ASSESSMENTS</b></p> <p><a href="#">CHRONOLOGY TIMELINE ACTIVITY</a> Mission for US Activities for Part 5 Move to right before declaration of independence</p>

### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

WORD STUDY			
STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENT
<p>5L4b Use common, grade-appropriate Greek &amp; Latin affixes &amp; roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>5L6 Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships.</p>	<p><b>STRATEGY</b> Prefixes in-, im-, il-, ir-</p> <p><b>ACADEMIC:</b> compare, contrast, prefix, irregular verb, helping verb, opinion, paraphrasing</p> <p><b>SOCIAL STUDIES:</b> enlist, mercenary, revolution, strategy, tactic, treaty, turning point, volunteer</p> <p><b>TARGETED CATEGORIES:</b> Teacher's Choice</p>	<p>Vocabulary Strategies TE. pp. T348-T319, T382-T384</p> <p>Projectable 15.3</p>	<p>Demonstrate understanding of academic language through proper applications in writing.</p>
<p>5L2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Final Schwa + // Sounds: formal, whistle, label, puzzle, legal, angle, normal, needle, angel pupil, struggle, level, local, bicycle, channel, global, stumble quarrel, article, fossil</p>	<p>WSG pp. 84-85</p> <p>Weekly Plan T354-355 LLG pp. 84-85</p> <p>Weekly Plan TE pp. T354-T355, T385</p> <p>Reader's Notebook pp. 208-210</p>	<p>Spelling Assessment: Refer to Section 3 of SUW.</p>
WRITING WORKSHOP			
<p><b>GRAMMAR</b></p> <p>L4a Use context (e.g., cause/effect relationships &amp; comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>SKILL</b></p> <p>Transitions</p>	<p>Weekly Plan TE pp. T356-T359, T385</p> <p>ELL Scaffold Activity TE p. T356</p> <p>Projectable 15.4-15.6</p>	
<p><b>PROCESS WRITING</b></p> <p>5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons &amp; information.</p> <p>5W1a Introduce a topic or text clearly, state an opinion, &amp; create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>5W1b Provide logically ordered reasons that are supported by facts &amp; details.</p> <p>5W1d Provide a concluding statement or</p>	<p><b>WRITING TYPE</b></p> <p>Expository: Opinion/Argumentative</p>	<p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>New manual lessons (4<sup>th</sup> edition):</b></p> <p>E5-12 Two-sentence Introductions for Opinion Essays and Reports</p> <p>E5-15 Elaboration in Opinion Writing – the E's</p> <p>E5-17 Better Elaboration</p> <p>E5-19 Transitions for Opinion Writing</p> <p>E5-23 Writing Successful Conclusions for Opinion Writing</p> <p><b>SUW 3<sup>rd</sup> Edition:</b></p> <p>*If used, modify to create an opinion essay, not just</p>	<p><b>Social Studies Prompt:</b></p> <p>Which account of the Boston Massacre would your family most likely believe?</p> <p>People in England have heard that the soldiers were attacked by a vicious mob and want to know what really happened. Write an opinion essay based on what you believe from the evidence you have read.</p>

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**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

<p>section related to the opinion presented.</p>		<p>persuasive.            *9-1 Persuasive Writing; p. 358-359 # 1-5; Tool 9-1a, 9-1b            *9-1 Persuasive Writing p. 360 #6            *9-1 Persuasive Writing p. 360 #            7 repeat #6-7 as needed            "Occasion/Position Statements" pp. 109-110            "And, But, So &amp; Or Sentences" p. 109            "Writing an Argument", Tools 9-1a &amp; 9-1e</p>	
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**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

UNIT 5 LESSON 21			
READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING			
STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RI2</b> Determine two or more main ideas of a text &amp; explain how they are supported by key details; summarize the text.</p> <p><b>5RI5</b> Compare &amp; contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 2 or more texts.</p> <p><b>5RI3</b> 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><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Sequence of Events</p> <p><b>Strategy:</b> Visualize</p> <p><b>Genre:</b> Historical Fiction</p>	<p><b>Anchor Lessons:</b></p> <p>Tucket's Travels, LLG 226 TE pp. T16-T35, SB pp. 632-651 SB p. 480-494</p> <p>.</p> <p>Land Rush, TE pp. T12-T13, LLG p. 227, Projectable 21.5</p> <p>Have student sequence the events of Paul Revere's ride from the information they read.</p> <p>LLG p. 68 Lesson 15 "Patriotic Poetry" Student Book—Main Selection Sybil Ludington: Outdistancing Paul Revere How does Henry Wadsworth Longfellow's version of Paul Revere's ride compare to what actually happened?</p> <p>Present a factual account of Paul Revere's ride, with maps and a timeline for visual aid. While students receive information, they should fill in Paul Revere's Timeline. Have students look for similarities and differences between the poem and the actual events of his ride. Have them use factual timeline and poem to complete the following activity:</p> <ul style="list-style-type: none"> <li>• <b>Paul Revere's Ride Compare/Contrast.</b></li> </ul>	<p>T40 Analyze Sequence of Events Projectable 21.4 U5 EXT p. C5 Apply</p>
<b>SOCIAL STUDIES</b>			



### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

<p><b>STANDARDS</b>            C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, US Constitution)            H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution</p>	<p><b>SOCIAL STUDIES FOCUS</b>            The Continental Army            The British Army            The Treaty of Paris, 1783  <b>Compelling Questions:</b>            How did the colonists win the American Revolution?    <b>Guiding Questions:</b>            Which army was better prepared for the War of 1776?            How does Henry Wadsworth Longfellow’s version of Paul Revere’s ride compare to what actually happened?            Why are there different accounts to the battle of Lexington &amp; Concord?            What was the importance of key battles of the American Revolution?</p>	<p><b>ADDITIONAL CONTENT LESSONS</b>  <a href="#">TCI Lesson 13 (continue with TCI Lesson 13 “The American Revolution”).</a>    <a href="#">Lexington and Concord: Who Fired the First Shot</a>            Historical Investigation Cases            Use resources to examine Fact and Opinion and/or Analyze and Evaluate. The Battle of Lexington and Concord: What Happened—You will need to assist students with some of the vocabulary. This activity provides students an opportunity to examine use primary source documents to investigate who fired the first shot at the Battle of Lexington and Concord?    <a href="#">American Revolutions Lesson 3—Revolutionary War</a>            Battles  <a href="#">New Account Declaration of Independence July 4, 1776  </a>  <a href="#">News Account Battle of Saratoga</a>  <a href="#">News Account Yorktown</a>  <a href="#">News Account Trenton</a></p>	<p><b>ASSESSMENTS</b></p>
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#### WORD STUDY

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
<p><b>L5a</b> Interpret figurative language, including similes and metaphors, in context.  <b>L5C</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  <b>5L6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal contrast, addition, &amp; other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>STRATEGY:</b> Shades of Meaning/Synonyms  <b>ACADEMIC:</b>            chronological order, sequence of events, visualize, analyze, synonym, irregular verb, procedure, transitions  <b>SOCIAL STUDIES:</b> Checks and Balances Citizenship Democrat Republican Legislative Branch Executive Branch Judicial Branch Amendment Bill of Rights</p>	<p><b>Vocabulary Strategies</b>, TE pp. T46-T47            U5 EXT p. C6            U5 EXT p. C7  <b>Target Vocabulary</b>            LLG p. 156 Intro. Target Vocab.            LLG p. 156 Word Pairs            LLG p. 157 Twenty Questions              Vocabulary in Context TE pp.T14-T15, SB pp. 630-631</p>	<p>Demonstrate understanding of academic language through proper applications in writing. Refer to SUW Section 3 “Practicing and Expanding Vocabulary.”</p>

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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

<p><b>5L2.e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>RF3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Final /n/ or /n l/, /ch r/ (schwa sounds), /zh r/: nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, feature furniture, measure, adventure</p>	<p>Weekly Plan TE pp. T52-T53 LLG p. 96 Model the Sort LLG p. 96 Repeat the Sort LLG p. 97 Buddy Sort Projectable 21.3 Reader's Notebook pp. 304-306</p>	<p>Spelling Assessment: Refer to section 3 SUW</p>
<b>WRITING WORKSHOP</b>			
<p><b>GRAMMAR</b></p> <p><b>L1b</b> Form &amp; use the perfect verb tenses. (<i>had walked; have walked; will have walked</i>)</p> <p><b>5L1d</b> Recognize &amp; correct inappropriate shifts in verb tense.</p>	<p><b>SKILL</b></p> <p>Verbs <b>be</b> and <b>have</b></p>	<p>Weekly Plan TE pp. T54-T57 Projectables: 21.4-21.6 SB pp. 640-641</p>	<p>Weekly Tests 21.9-21.10</p>
<p><b>PROCESS WRITING</b></p> <p>5W2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>5W2a Introduce a topic clearly, provide a general observation &amp; focus, &amp; group related information logically...</p> <p>5W2d Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>WRITING TYPE</b></p> <p>Write to Inform: Organization</p>	<p><b>SUW LESSONS &amp; TOOLS</b></p> <p>SUW 4-10 The Organization Game pp. 154-155 #1-7 Tools 4-10a, 4-10b p. 155 Additional Ideas 1st Bullet Tool 4-10c SUW 4-11 Informal Outlines of Various Lengths pp. 156-157 Tool 4-9a, 4-11a, 4-11b SUW 10-14 Information Expository Paragraphs Scoring Guide** pp. 431-436 Tools 10-14a, 10-14b, 10-14c, and 10-15a, 10-15b, 10-15c</p>	<p><b>Social Studies Prompt:</b></p> <p>Write a newspaper account of Paul Revere's Ride to warn the colonist that the British were coming.</p>

**5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content**

**Unit 5 Lesson 22**

**READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING**

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RL2</b> 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><b>5RL9</b> Compare &amp; contrast stories in the same genre (e.g., mysteries &amp; adventure stories) on their approaches to similar themes &amp; topics.</p>	<p><b>COMPREHENSION/FLUENCY</b></p> <p><b>Skill:</b> Theme</p> <p><b>Strategy:</b> Infer/Predict</p> <p><b>Genre:</b> Informational Text</p>	<p>The Birchbark House, LLG p. 228 TE pp. T96-T111, SB pp. 666-681 T109 Stop and Think Projectable 22.2; Graphic Organizer 8 Performance Task TE T113, SB p. 683</p> <p>Four Seasons of Food (Informational Text) TE pp. T116-T119; SB p. 684-686 LLG p. 229, T110-T111 Sequence of Events (Procedural information)</p> <p><a href="#">Shhh, We're Writing the Constitution by Jean Fritz School Tube Video Clip</a>—31.00 (Entire Book Read—Read over more than one day stopping for discussion)</p> <p><a href="#">Shhh, We're Writing the Constitution Slides--Vocabulary</a></p>	<p>Reference: SUW 1-37 Responses to Essay Questions SUW 10-10 Quick Sketch for Short Answers, adapted</p>

**SOCIAL STUDIES**

STANDARDS	SOCIAL STUDIES FOCUS	ADDITIONAL CONTENT LESSONS	ASSESSMENTS
<p>C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, US Constitution)</p> <p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, Middle, and Southern Colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)</p> <p>H.12.5.11 Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of</p>	<p>The Articles of Confederation The Constitutional Convention Branches of Government Checks and Balances</p> <p><b>Compelling Question:</b> How are governments created, structured, maintained and changed?</p> <p>How do individuals make changes by working together?</p> <p><b>Guiding Questions:</b> What are the key features of the U.S. Constitution? What are the rights, roles, and</p>	<p>Ask and lead a discussion of: What is a state? What is a country? What if the U.S. were actually 50 countries? What if we needed a special permit or passport to travel between states? What if each state used its own currency? Guide students towards an understanding of what America would be like if it was not the “United States”.</p> <p><b><a href="#">TCI LESSON 14 “The Constitution”</a></b> <b>BEFORE READING:</b> Use one of the activities below to introduce the Constitution:</p> <p><b><a href="#">TCI LESSON 14 “The Constitution”</a></b> Preview Activity Slides 5-15 Record topics students have opinions about on the board. Post the four topics that students have the strongest opinions in the classroom. See activity directions on slide 5. Students with differing opinions work out a compromise. <a href="#">TCI Student Interactive Notebook</a> p.85.</p>	<p><b>ASSESSMENTS</b></p> <p>If you had to create 3 rules that all people in the world would follow, what would they be? Why?</p> <p><b>Resume Assessment</b> (continues into next week) Students will choose one of the Founding Fathers and create a resume for this person. Allow them time to share their resumes with each other. Discuss the following question and have students respond to the question in writing following the discussion. They should cite evidence in their responses: * Were the Founding Fathers</p>

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<p>concepts, role and impact of severing ties with Great Britain)  H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution</p>	<p>responsibilities of citizens of a democracy?</p> <p>What were the strengths and weaknesses of the Articles of Confederation?</p> <p>What challenges did the Founding Fathers face?</p>	<p><a href="#">What Is Government Lesson</a></p> <p><a href="#">13 Rules Each Activity</a></p> <p><b>DURING READING:</b>  <a href="#">TCI LESSON 14 “The Constitution”</a>  Students will be reading informational text from the TCI student books and Shhh! We’re Writing the Constitution by Jean Fritz to gather information on the Constitution this week. <b>TCI</b> Slides 16-38 Students will learn about the key elements of the Constitution and play a game in which they are presented with a series of situations that the government might face and determine which branch or branches of government will resolve each situation. TCI <a href="#">Student Interactive Notebook</a> pp. 86-87  During the lesson use the Think-Pair-Share strategy. Ask: Why were the men called Framers? Why were there only men at the Constitutional Convention? Why did the people want “rights”? How does having 3 branches of government guarantee that power is shared? What would be different in America if we did not have the Constitution?</p> <p><b>AFTER READING:</b>  Use the painting and guided imagery lesson with students to discuss the setting and feelings of the men as they debated issues related to the creation of the U.S. Constitution.</p> <p><a href="#">Founding Fathers and the Constitutional Convention</a> -- Resources for these Activities  <a href="#">Signing of the Constitution---Interactive Website to Analyze Painting</a> (From Constitutional Convention Website)  <a href="#">We the People Guided Imagery</a></p> <p><a href="#">TCI LESSON 14 “The Constitution”</a>  <b>TCI</b> Slides 39-43 Reading Further. Students summarize three issues that most of the delegates agreed on. Then they list three issues that caused debate among the</p>	<p>qualified for the job of writing the Constitution?  (Students will work on for the next two weeks)  <a href="#">Website: The Delegates---</a>  Helpful information for creating a resume. Share resumes with students and the type of information to include.  <a href="#">Sample Student Resumes</a>  <a href="#">Rubric Founding Father Resume</a>  <a href="#">Biographies of the Founding Fathers Website</a>  <a href="#">The Signers of the Constitution Website</a>  <a href="#">The Price They Paid</a></p> <p>.  Choose One:  Write summary outlining problems with the Articles of Confederation. Write 3-5 problems of the Articles of the Confederation. (Use to reinforce writing focus literacy (Sentences)  Have students choose one of the Preamble statements. Have them explain it in their own words and tell how it relates to their life.  Preamble Constitution Rubric</p>
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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

		<p>delegates. For each one, they identify both sides of the issue. <a href="#">TCI Student Interactive Notebook</a> p.88</p> <p>What are the rights, roles, and responsibilities of citizens of a democracy? Weekly Correlated Lesson Plan: CLLG</p> <p><a href="#">TCI Handout A Constitution Power Cards</a></p> <p><a href="#">TCI Handout B Illustrations Constitutional Power Cards</a></p> <p><a href="#">TCI Handout C Constitutional Cards</a></p> <p><b>Additional Resources Constitution</b></p> <p><a href="#">Mr. Donn Powerpoints</a></p> <p><a href="http://www.icivics.org">www.icivics.org</a></p> <p><a href="#">What the Constitution Says and What It Does Lesson 9 Things You May Not Know About the Constitution</a></p>
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#### WORD STUDY

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS
<p><b>L4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>5L6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p><b>STRATEGY:</b> Reference Sources</p> <p><b>ACADEMIC:</b> theme, infer, predict, past perfect tense, present perfect tense, future perfect tense</p> <p><b>SOCIAL STUDIES:</b> Articles of Confederation, cabinet, checks and balances, compromise, constitution, Constitutional Convention, executive branch, impeach, judicial branch, legislative branch, veto</p> <p><b>CATEGORIES:</b> Teacher Choice</p>	<p><b>Vocabulary Strategies</b></p> <p>TE pp. T120-T121 Reference Sources; Projectable: 22.3</p> <p><b>Target Vocabulary</b></p> <p>LLG p. 158 Idea Completion</p> <p>LLG p. 159 Homographs</p> <p>Vocabulary in Context TE pp. T94-T95</p> <p>SB pp. 664-665</p>
<p>5L2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>RF3a Use combined knowledge of all letter sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</p>	<p><b>SPELLING/ENCODING</b></p> <p>Final /ij/, /iv/, /is/: storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</p>	<p>LLG p. 98 Model the Sort</p> <p>LLG p. 98 Buddy Sort</p> <p>LLG p. 99 Guess My Category</p> <p>Weekly Plan TE PP. T126-T127</p> <p>Reader's Notebook pp. 316-318</p>

#### WRITING WORKSHOP

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<p><b>GRAMMAR</b>  <b>L1b</b> Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.  <b>L1c</b> Use verb tense to convey various times, sequences, states, and conditions.  <b>L1d.</b> Recognize and correct inappropriate shifts in verb tense.</p>	<p><b>SKILL</b>  Perfect Tenses</p>	<p>Weekly Plan TE pp. T128-T131  Projectables: 22.4-22.6  Reader's Notebook pp. 316-318</p>	
<p><b>PROCESS WRITING</b>  5W2 Write informative/ explanatory texts to examine a topic &amp; convey ideas &amp; information clearly.  A. Introduce a topic clearly, provide a general observation &amp; focus, &amp; group related information logically; include formatting (e.g. headings), illustrations, &amp; multimedia when useful to aiding comprehension.  D. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>WRITING TYPE</b>  Write to Inform Ideas</p>	<p><b>SUW LESSONS &amp; TOOLS</b>  SUW 4-6 Color-Coding &amp; the Five Elements of Information Writing pp. 144-145 Tools 4-6a, 4-6b  SUW 4-7 Planning with an Informal Outline pp. 146-148 Tools 4-5c &amp; 4-7a  SUW 4-13 Practice Guides for Writing Accordion Paragraphs pp. 158-159 Tool 4-9a, 4-13a  SUW 10-15 Information/Expository Paragraphs Scoring Guide*  pp. 436-437 Tools 10-15a, 10-15b, and 10-15c  *Use as Lesson</p>	<p><b>Social Studies Prompt:</b>  TCI Processing Activity: Slide 47 Students find a newspaper article (print or online) that describes an action carried out by one branch of the federal government. Write a summary of the article. Student Interactive Notebook p. 89</p>

### Unit 5 Lesson 23

#### READING WORKSHOP: COMPREHENSION AND CONTENT LEARNING

STANDARDS	FOCUS	TASKS/RESOURCES/MATERIALS	ASSESSMENTS
<p><b>5RI2</b> Determine two or more main ideas of a text &amp; explain how they are supported by key details; summarize the text.  <b>5RL9</b> Compare &amp; contrast stories in the same genre (e.g., mysteries &amp; adventure stories) on their approaches to similar</p>	<p><b>COMPREHENSION/ FLUENCY</b>  <b>Skill:</b> Text and Graphic Features  <b>Strategy:</b> Summarize  <b>Genre:</b> Informational Text</p>	<p><b>Anchor Lesson</b>  <u><b>Vaqueros: America's First Cowboys</b></u> TE pp, T170-T185 ;  SB pp. 694-709, LLG p. 230  SUW 1-23 Three-Column Notes with Summaries; Tool 1-23a</p>	

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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

<p>themes &amp; topics.  <b>5RI9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p><b>Rhyme on the Range</b>            TE pp. T190-T193; SB pp. 712-715            Poetry LLG: p. 257</p> <p>Use Lesson EXT G5U1 pp. C12-C13 “Analyze Point of View” as a model to teach TE U5 p.T183 “Text to Self”</p> <p>Fluency Activity: Early America pp. 87-91 <a href="#">Reader’s Theater Preamble to the Constitution</a>            For the Preamble activity, explore the meaning of each segment of the document and create a picture or symbol to illustrate the meaning. Provide support in understanding the vocabulary in the Preamble to the Constitution.</p> <p><a href="#">Interpreting Diagrams: Three Branches of Government</a>            (Guided Practice)</p>	
<b>SOCIAL STUDIES</b>			
<p><b>STANDARDS</b>            C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, US Constitution)            H.12.5.5 Compare the social, economic, political, and geographic development of the New England, Middle, and Southern Colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants)            H.12.5.11 Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties</p>	<p><b>FOCUS</b>            The Constitution            The Bill of Rights  <b>Compelling Question:</b>            How are governments created, structured, maintained and changed?</p> <p>Did everyone have the same rights under the Constitution when it was written? How does that look today?</p> <p><b>Guiding Questions:</b>            What are the rights, roles, and responsibilities of citizens of a democracy?</p> <p>Why was the Bill of Rights important in the creation of the U.S. Government and why is it important</p>	<p><b><a href="#">TCI LESSON 15 “The Bill of Rights” Presentation Guide</a></b>  <b>BEFORE READING: <a href="#">TCI LESSON 15 “The Bill of Rights” Presentation Guide</a></b>            Preview Activity Slides 6-12 Students consider the freedoms they enjoy in this country. Students use visual literacy skills to match illustrations to the freedoms protected under the Bill of Rights. <a href="#">Student Interactive Notebook</a> p.91. Develop Vocabulary by introducing key social studies terms – ratify, amendment, Bill of Rights, due process, jury, prejudice, civil, and appeal. Discuss each term before beginning the activity and review each term again with students as it appears in the reading.  <b>DURING READING: <a href="#">TCI LESSON 15 “The Bill of Rights” Presentation Guide</a></b>            In an Experiential Exercise, students work in small groups to create tableaux. or living scenes, to represent key amendments in the Bill of Rights. Groups present their scenes to classmates who try to determine which amendments is being depicted. Slides 13-31 <a href="#">Student</a></p>	<p><b>ASSESSMENTS</b>            Complete work on resumes from last week.</p>

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<p>with Great Britain) H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution</p>	<p>today? What challenges did the Founding Fathers face?</p>	<p><a href="#">Interactive Notebook</a> pp. 92-93 Students draw a symbol for the 3<sup>rd</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> amendments and explain what each amendment does in their own words. <a href="#">Bill of Rights Tableau Handout</a> <b>AFTER READING:</b> Slides 35-36 After reading and discussing the reading further article “Individual Rights vs. Society’s Needs” Student Book--pp. 218-221 Students write a sentence(s) giving the point of view of each person or group in the case about <i>Tinker v. Des Moines School District</i> <a href="#">Student Interactive Notebook</a> p. 95.</p> <p>ADDITIONAL RESOURCES: Bill of Rights</p> <ul style="list-style-type: none"> <li>• <a href="#">Mr. Madison Needs Some Help Lesson</a> taken from Adventures in Law and History pp. 158-166 (Resource Sent to Schools)</li> <li>• Leveled Texts: Early America (Resource Sent to Schools) <a href="#">Bill of Rights</a> pp. 133-140</li> <li>• <a href="#">The First Ten Amendments Divided Reading</a>—Taken from Fluency Activities: Early America pp. 92-98 (Resource Sent to Schools)</li> </ul> <p><a href="#">Articles of the Confederation/Constitution Lesson</a> Taken from Adventures in Law and History (Resource Sent to Schools) <a href="#">Background Information Lesson 19-20</a> <a href="#">Ben’s Guide Rights of Citizens</a> <a href="#">Ben’s Guide to U.S. Government</a> <a href="#">What Do Parties Stand For</a></p>	
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#### WORD STUDY

STANDARDS	FOCUS	TASK/RESOURCES/MATERIALS	
<p><b>5L6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>STRATEGY:</b> <b>ACADEMIC:</b> main idea, details, summarize, paraphrase, word families, base word, word root, transition words <b>SOCIAL STUDIES:</b> amendment, Bill of Rights, civil, due process, jury,</p>	<p><b>Vocabulary Strategies</b> TE pp. T194-T195, Projectable: 23.3 <b>Target Vocabulary</b> LLG p. 160 Intro. Target Vocab. LLG p. 160 Relating Words Questions LLG p. 161 Word Pairs Vocabulary in Context TE pp. T168-T169, SB 682-683</p>	

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### 5<sup>th</sup> Grade Curriculum Map: Literacy & Integrated Content

	prejudice, ratify <b>CATEGORIES:</b> Teacher's Choice		
<b>5L6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<b>SPELLING/ENCODING</b> Unstressed Syllables: entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge	LLG p.100 Model the Sort LLG p. 100 Repeat the Sort LLG p. 101 Blind Writing Sort Weekly Plan TE pp. T200-T201 Reader's Notebook pp. 382-330	Demonstrate understanding of academic language through proper applications in writing. Refer to SUW Section 3 "Practicing and Expanding vocabulary."
<b>WRITING WORKSHOP</b>			
<b>GRAMMAR</b> <b>5L6</b> Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal contrast, addition, & other logical relationships.	<b>SKILL</b> Easily Confused Verbs	Weekly Plan TE pp. T202-T205 Projectables: 23.4-23.6 Reader's Notebook pp. 331-335 SB pp. 716-717	Weekly Test 23.12-23.13
<b>PROCESS WRITING</b> <b>5L3</b> Use knowledge of language & its conventions when writing, speaking, reading or listening. A. Expand, combine, & reduce sentences for meaning, reader/listener interest, & style	<b>WRITING TYPE</b> Write to Inform Organization	<b>SUW LESSONS &amp; TOOLS</b> 4-18 Defining a Topic Sentence pp. 164-165; Tool 4-18a 4-19 Topic Sentence Variety "Questions Plus a Statement Topic Sentences" pp. 165-166a; p. 171 Tool 4-19h "Occasion/Position Topic Sentences" pp. 165-166a; p. 168a; Tool 4-19c *10-10 Quick Check for Topic Sentences, pp. 426-427; Tools 10-10e & 10-10f	<b>Social Studies Prompt:</b> Imagine that you are a traveling West in the mid 1800's. Why are you leaving? What are the push/pull factors of your decision to go West? What do expect the west to be like? Tell what you see on your way.