

PRESCOTT UNIFIED SCHOOL DISTRICT
2019-2020 District Instructional Guide
Date Revised 7/23/19

Grade Level: 5 Quarter 1	Subject: ELA	Time: 60 mins.	Core Text: <i>Units of Study EngageNY ELA</i>
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Week	Unit/Bend/Lesson	AZCCRS Standards	Skills/Mini-lessons	Benchmarks/ Assessments	Resources
BOY Week 1				Writing benchmark Pretest Galileo Pretest STAR	
Weeks 2,3,and 4	Reading Informational -Close read -Build background of human rights -Vocabulary -Summarize Main Ideas	SL 5.1 SL5.2 RI 5.4 RI 5.3 W 5.10 RI 5.1 RI 5.6 RI 5.9	-Engage in discussion with peers. -Determine main ideas of informational text when reading or listening. -Determine meaning of content words and phrases in inform. Text. -Explain important connections between people, events, or ideas in inf. Text. -Use common Greek and Latin roots to find the meaning of a word. -Write for a variety of reasons. -Make inferences using quotes from the text. -Compare and contrast multiple accounts of the same events. -Choose evidence from inf. text to support reflection, analysis and research.	-Thinking Charts -Annotated texts -Exit tickets -Student journals -UDHR note catchers -Mid unit assess vocab and common prefixes -End of unit assessment : On demand	<i>Module 1 /Unit1 Universal Declaration of Human Rights</i>

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				written analysis of human rights account.	
Week 6 and 7	<p>Personal Narratives (Units of Study)</p> <p>Theme: Overcome a challenge...</p>	<p>5.W.3 5.W.4 5.W.5 5.W.10 5.L.1 5.L.2 5.L.3 5.SL.6</p>	<p>Launching Writer's Workshop: Turning Points-Session 1 Dreaming the Dream-Session 2 Taking Stock-Session 5 Flash Drafting-Session 6 Redrafting-Session 7 Story Arc-Session 8 Leads Elaborating-Session 9 Adding Scenes-Session 10 Ending Stories-Session 11 Final Touches-Session 12 Revising/Editing Writing Presentation</p>	<p>Editing/Revise checklists</p> <p>Personal Narrative Grading Rubric</p> <p>Final Personal Narrative</p>	<p><i>-Time of Wonder</i> <i>-Mr. Peabody's Apples</i> <i>-A Day's Work</i> <i>-Pete's Chair</i> <i>Reading Street</i> short stories <i>The Twits</i>-show not tell</p>
Week 8 and 9	<p>Reading Historical Fiction: <u>Esperanza Rising</u></p> <p>Lessons 1-7</p>	<p>RL 5.2 RI 5.4 RI 5.5</p>	<p>-Summarize Literary text. -Determine meaning of literal and fig. Language in text. -Determine main ideas of inf. Text based on key details. -Summarize inf. text.</p>	<p>-Note catchers -Comprehension quizzes -Exit tickets -Character T-charts</p>	<p><u>Esperanza Rising</u></p>

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		SL 5.1 RL 5.1 RL 5.3 W 5.2	-Engage in discussions with peers. -Explain what a text says using quotes from the text. -Make inferences using quotes from the text. -Compare and contrast literary elements using details from the text. (point of view of characters.) -Write explanatory/informative texts.		
Wednes days		5.L.1 5.L.2	Grammar -parts of speech review -comma rules -figurative language -quotation marks -types of sentences	Interactive Assessment Sheets	Interactive Notebook Supplementary Material

Grade Level: 5 Quarter 2	Subject: ELA	Time: 60 mins.	Core Text: <u>Esperanza Rising</u>
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Week	Unit/Bend/Lesson	AZCCRS Standards	Skills/Mini-lessons	Benchmarks/ Assessments	Resources
1				Galileo CBAS	

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Weeks 2-5	Reading Literature cont. Lessons 8-17	RL 5.2 RL 5.1 RL 5.6 RL 5.3 W 5.2 W 5.5 SL 5.6	-Determine theme based on details of the text. -Use quotes to support inferences in literary texts. -Describe how narrator's point of view influences description of events. -Compare and contrast literary elements. -Write explanatory/informational texts. -Use writing process to produce clear and coherent writing. -Adapt speech for a variety of contexts and tasks.	-comprehension quizzes -exit tickets -character charts -two voice poem graphic organizer -two voice poems -paragraph writing responses	<u>Esperanza Rising</u>
Week6	Lesson 18	W 5.5 W5.2 W5.4 RL 5.3 RL 5.2 W 5.9	Write an informative 3 paragraph essay that analyzes how Esperanza responds to 2 key events and compares and contrasts her reactions to events over time.	End of unit 2 assessment: analytical essay about how Esperanza changes over time	<u>Esperanza Rising</u>
Week 7-9	Research-Based Argument	5.W.1 5.W.4 5.W.5 5.W.6 5.W.9 5.L.1 5.L.2	Session 1: Argument writers research topic by investigating and collecting information about both sides of the issue. Session 2: Flash draft argument. Session 3: Use evidence to build arguments. Session 4: Use quotations to bolster arguments. Session 5: Redraft to add more evidence.	Final Research Based Argument Research Based Argument Rubric	<i>Units of Study</i> "Nutrition in Disguise" "Chocolate Milk: More Harmful than Helpful"

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			<p>Session 6: Balance evidence with analysis.</p> <p>Session 7: Bringing critical perspectives to writing.</p> <p>Session 8: Rebuttals, responses, and counterclaims.</p> <p>Session 9: Appealing to the audience.</p> <p>Session 10: Mini Celebrations: Presentations, reflections, goal setting.</p>		“Is Chocolate Milk Healthy for Kids?”
Grammar Wednesdays		5L.1 5L.3	<p>Grammar</p> <ul style="list-style-type: none"> -verb tenses -subjects and predicates -simple/compound sentences -run-ons and fragments 	Interactive assessment sheets	<p>Interactive Grammar Notebook</p> <p>Supplementary Material</p>

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Grade Level: 5 Quarter 3	Subject: ELA	Time: 60 mins.	Core Text: <u>Promises to Keep: How Jackie Robinson Changed America</u>
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Week	Unit/Bend/Lesson	AZCCRS Standards	Skills/Mini-lessons	Benchmarks/ Assessments	Resources
Weeks 1-2	Informational Reading Build background information on importance of sports in America	RI 5.2 RI 5.4 RI 5.8 W5.1 W5.9	-Determine meaning of academic words in inf. Text. -Summarize inf. Text. -Explain how authors use evidence and reasons to support points in text. - Determine main ideas of inf text based on key details. -Write opinion pieces on topics or texts supporting a point of view with reasoning.	Mid unit 1 Students will read and analyze a new inf. text about the importance of sports in American culture and then complete a quiz answering text dependent questions.	Engage NY
Weeks 3-5	Case Study	W5.1 W5.9 RI 5.2 RI 5.8	-Compare multiple accounts of same topic -Determine how author uses reasons and evidence to support an opinion.	End of unit 2 Write an opinion essay with supporting	

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		RI 5.4	-Write an introduction and finding evidence for an opinion. -Explain relationship between events in a historical context. -Create organizational structure, identify reasons for support, use linking words, and construct a concluding statement or paragraph for opinion piece.	evidence of Robinson's legacy.	
Weeks 6-8	Research another african american athlete or historical figure and draft/revise a letter.	RI5.9 W5.1 W5.4 W5.5 W5.7 W5.8 L5.1 L5.2 L5.6	-Build knowledge about multiple aspects of a topic by conducting research. -Use several sources to build knowledge of a topic. -Document what is learned by taking notes. -Paraphrase information in notes. -Provide a list of sources used to gather information.	End of Unit 3 Draft Letter to a publisher	Engage NY
Grammar r Wednes days		5.L.1	Grammar -conjunctions -prepositions -interjections	Interactive assessment sheets	Interactive Grammar Notebook Supplementary Material

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Grade Level: 5 Quarter 4	Subject: ELA	Time: 60 mins.	Core Text: <i>Max Axiom, Super Scientist</i>
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Week	Unit/Bend/Lesson	AZCCRS Standards	Skills/Mini-lessons	Benchmarks/ Assessments	Resources
Week 1				AZ Merit Writing Assessment	
Week 2				AZ Merit ELA Assessment	
Weeks 3-6	Inventions/Research Reports How do inventions or improved technologies meet societal needs?				Engage NY and Units of Study

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Grammar Wednesday		5.L.1 5.L.2 5.L.3 5.L.4 5.L.5	Grammar	Interactive assessment sheets	Interactive Grammar Notebook Supplementary Material
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