Week of March 4-8, 2024

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| **ELA Standards:**  **Reading:**   * LAFS.5.RL.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. * LAFS.5.RL.1.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). * LAFS.5.RL.2.6 – Describe how a narrator’s or speaker’s point of view influences how events are described. Integration of Knowledge and Ideas: Range of Reading and Level of Text Complexity: * LAFS.5.RL.4.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. * AFS.5.L.3.4 – Use Greek and Latin affixes and roots as clues to the meaning of a word. * LAFS.5.L.3.6 – Acquire and use academic and domain-specific words and phrases.   **Range of Writing:**   * LAFS.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Research to Build and Present Knowledge * LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. * LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   **Social Studies Standards: Colonization of Colonial America**  • SS.5.A.5.1 – Identify and explain significant events leading up to the American Revolution. • SS.5.A.5.2 – Identify significant individuals and groups who played a role in the American Revolution. • SS.5.A.5.3 – Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. • SS.5.A.5.4 – Examine and explain the changing roles and impact of significant women during the American Revolution. • SS.5.A.5.5 – Examine and compare major battles and military campaigns of the American Revolution. • SS.5.A.5.6 – Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. • SS.5.A.5.7 – Explain economic, military, and political factors which led to the end of the Revolutionary War. • SS.5.A.5.8 – Evaluate the personal and political hardships resulting from the American Revolution. • SS.5.A.5.9 – Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). • SS.5.A.5.10 – Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. |
| **Academic Language:**  **Grammar:**   * parts of speech: noun, verb, adverb, pronoun, preposition, adjective * conjunctions, interjections, prepositions   **Reading:**   * central idea, recount, theme, key ideas, details, character, event, setting, perspective, genre   **Social Studies:**  • Students will be able to define “revolution” and “revolt.” • Students will be able to explain what the French and Indian War was and how it began to create tension between England and the colonies. • Students will be able to explain the what the phrase “no taxation without representation” means. • Students will describe the causes of the war and the battles of Lexington and Concord. • Students will explore and discuss the major battles of the war leading up to the Declaration of Independence. • Student will explain what the Declaration of Independence was. • Students will explore and discuss the major battles of the war happening after the Declaration of Independence. |
| **MONDAY:**  ELA Learning Target: – Students will be able to use multiple texts on one topic, supporting a point of view with reasons and information.   * Warmup: Analyzing the Prompt * **Writing Focus**: “Drones” Expository Essay * **Centers**: spelling/vocab, research, reading fluency * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to explain what the Intolerable Acts were and what the First Continental Congress was.  **Lesson 7**: Intolerable Acts |
| **TUESDAY:**  ELA Learning Target: – Students will be able to use multiple texts on one topic, supporting a point of view with reasons and information.   * Warmup: Analyzing Writing Prompts * **Writing Focus**: “Drones” Expository Essay * **Centers** –Quick Writes, spelling/vocab, research, reading fluency, * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to explain what the Intolerable Acts were and what the First Continental Congress was.   * **Lesson 7:** Intolerable Acts |
| **WEDNESDAY:**  ELA Learning Target: – Students will be able to use multiple texts on one topic, supporting a point of view with reasons and information.  .   * Warmup: Analyzing Writing Prompts * Writing Focus: “Drones” Expository Essay * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target: Students will be able to explain what the Intolerable Acts were and what the First Continental Congress was.   * **Lesson 7:** Intolerable Acts and First Continental Congress. |
| **Thursday:**  ELA Learning Target: – Students will be able to use multiple texts on one topic, supporting a point of view with reasons and information.   * Warmup: Analyzing Writing Prompts * Writing Focus: “Drones” Expository Essay REVISION * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to explain what the Intolerable Acts were and what the First Continental Congress was.   * **Lesson 7:** Intolerable Acts and First Continental Congress. |
| **Friday:**  ELA Learning Target: – Students will be able to use multiple texts on one topic, supporting a point of view with reasons and information.   * Warmup: Analyzing Writing Prompts * Writing Focus: “Drones” FINAL COPY * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to explain what the Intolerable Acts were and what the First Continental Congress was.   * **Lesson 7:** Intolerable Acts and First Continental Congress. |

\*All plans subject to change

ALL IEP and ESOL accommodations will be provided daily.