Week of March 4-8, 2024

|  |
| --- |
| **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individuals and groups who played a role in the American Revolution.• SS.5.A.5.3 – Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.• SS.5.A.5.4 – Examine and explain the changing roles and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.