Week of April 15-19, 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   **Social Studies Standards: Colonization of Colonial America**   * SS.5.A.4.1 Identify the economic, political, and socio-cultural motivation for colonial settlement. * SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. * SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. * SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. * SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. * SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies. |
| **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   **Social Studies:**   * colony, colonist, plantation, hornbook, apprentice |
| **NO SPELLING THIS WEEK FOR RETAKES & REMEDIATION** |
| **Benchmark Advanced Essential Question:** What does water mean to people and the societies they live in? |
| **Monday 4/15: Unit 8 Week 3**  ELA Learning Target: – I can apply metacognitive & fluency strategies to learn about the role of water in mythology.   * Warmup: “Loch Ness” * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, cursive, IXL * **Text Study: “Questions and Answers About the Ocean”** * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to explain the difference between Patriots and Loyalists.   * Lesson 8: Summarize chapter in “Social Studies Alive!” & define vocabulary |
| **Tuesday 4/16: Unit 8 Week 3**  ELA Learning Target: – I can analyze how an author uses reasons and evidence.   * Warmup: “Loch Ness” * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, cursive, IXL * **Text Study: “Questions and Answers About the Ocean”** * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to identify historical figures who were Patriots and Loyalists.   * Lesson 8: Events & Timeline |
| **Wednesday 4/17: Unit 8 Week 3**  ELA Learning Target: – I can use text structure to build knowledge.   * Warmup: “Loch Ness” * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, cursive, IXL * **Text Study: “Questions and Answers About the Ocean”** * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to describe the causes of the war.   * Road to Revolution Webquest |
| **Thursday 4/18: Unit 8 Week 3**  ELA Learning Target: – I can use information from multiple sources to build knowledge.   * Warmup: “Loch Ness” * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, cursive, IXL * **Text Study: “Questions and Answers About the Ocean”** * iReady specific skill practice—**Silent Reading & iReady**   SS Learning Target – Students will be able to describe the battles of Lexington & Concord.   * Road to Revolution WebQuest |
| **Friday 4/19: Unit 8 Week 3**  ELA Learning Target: – I can determine multiple themes in a poem.   * Warmup: “Loch Ness” * **Centers** – Quick Writes, spelling/vocab, research, reading fluency, cursive, IXL * **Text Study: “Questions and Answers About the Ocean”** * iReady specific skill practice—**Silent Reading & iReady** * **Unit 8 Assessment & Diagnostic**   SS Learning Target – Students will be able to assess knowledge of the American Revolution.  Student Study Guide & Kahoot |

\*All plans subject to change

ALL IEP and ESOL accommodations will be provided daily.