



## MODULE 1

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

#### MODULE 1 SUMMARY

What does it mean to belong to a culture? How do a culture's beliefs and values guide the actions of its people, both as individuals and collectively? What happens when cultures with very different beliefs and values come into conflict? This module gives fifth-grade students the opportunity to ask these universal questions in the context of one of America's most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce.

The module begins with a close study of informational texts designed to build foundational knowledge about U.S. westward expansion: the impact it had on the vibrant, well-ordered Native American societies that existed in the western United States for millennia before European Americans arrived and the idea that many Americans considered westward expansion their "manifest destiny." Students begin their study of one culture, the Nez Perce, at its heart: with the traditional stories—including an animated oral retelling—that root the Nez Perce people firmly in their homeland and trace their origin to the "heart of the monster." The historical novel *Thunder Rolling in the Mountains* by Newbery medalist Scott O'Dell and Elizabeth Hall spotlights the conflict between the U.S. government and the Wallowa band of the Nez Perce after the tribe resisted forced removal from their ancestral lands. Anchoring the module is Chief Joseph's iconic "Lincoln Hall Speech" to members of Congress in 1879, in which he makes his case for his people to return to their homeland in the Wallowa Valley. In eloquent, straightforward language enhanced by repetition and metaphor, Chief Joseph constructs his plea for justice and equality for the Nez Perce people.

Throughout the module—as students build knowledge of American westward expansion, learn about Nez Perce culture, and study the conflict between the Nez Perce and the U.S. government—they return over and over to the Module's Essential Question, "*How do cultural beliefs and values guide people?*" For their End-of-Module (EOM) Task, students apply this question to Chief Joseph's "Lincoln Hall Speech" to write an informative essay explaining how Chief Joseph conveys core Nez Perce beliefs and values in his "Lincoln Hall Speech."

#### MODULE LEARNING GOALS

##### KNOWLEDGE GOALS

- Explain how U.S. westward expansion impacted Native American cultures in the West.
- Identify the values and beliefs that are important to a group of people, specifically those of the Nez Perce, U.S. government, and early white settlers.
- Explain how values and beliefs of a culture, particularly those of the Nez Perce, U.S. government, and early white settlers, motivate and influence actions, and how those actions can lead to conflict.
- Explain how values and beliefs can differ within a culture and cause tension among that culture's peoples.

##### READING GOALS

- Determine the main or central ideas of informational texts and explain how key details support them. ([RI.5.2](#))
- Summarize informational text, paraphrasing main ideas in a shortened version. ([RI.5.2](#))
- Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution. ([RL.5.2](#))
- Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other. ([RI.5.1](#), [RI.5.3](#))
- Analyze characters' thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence. ([RL.5.1](#))
- Compare and contrast characters in stories, drawing on specific details in the text to support analysis. ([RL.5.1](#), [RL.5.3](#))



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- Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. ([RL.5.2](#), [RL.5.3](#), [RL.5.9](#))
- Analyze how Chief Joseph’s “Lincoln Hall Speech” conveys cultural beliefs and values of the Nez Perce. ([RI.5.1](#), [RI.5.2](#), [RI.5.3](#))

### WRITING GOALS

- Create a written summary that conveys main ideas and key details of an informational text. ([RI.5.2](#), [W.5.2](#))
- Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis. ([RL.5.1](#), [RI.5.1](#), [W.5.2](#), [W.5.8](#))
- Craft topic statements for explanatory paragraphs, including comparison or contrast paragraphs that state an essential idea about a topic and include one or two key points. ([W.5.2.a](#))
- Craft thesis statements for explanatory essays, including comparison-contrast essays that state an essential idea about a topic and include two key points. ([W.5.2.a](#))
- Create focused, well-organized explanatory and comparison-contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind. ([W.5.2](#))

### SPEAKING AND LISTENING GOALS

- Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas in order to achieve greater understanding of a text or question. ([SL.5.1.b](#), [SL.5.6](#))
- Listen attentively to notice a speaker’s word choice in order to support focus and understanding of what a speaker is saying. ([SL.5.1.b](#))

### LANGUAGE GOALS

- Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context. ([L.5.4.a](#), [L.5.4.b](#), [L.5.4.c](#), [L.5.5](#), [L.5.5.a](#))
- Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style. ([L.5.1.a](#), [L.5.3.a](#))
- Connect ideas within sentences and paragraphs and between paragraphs. ([W.5.2.c](#), [L.5.6](#))
- Communicate clearly by punctuating and capitalizing titles correctly in sentences. ([L.5.2.d](#))

### CORE TEXTS

#### Novel (Literary)

*Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall

#### Speech

“Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez

### SUPPLEMENTARY TEXT

#### Film Clip

[\*A Landscape of History\*](#)



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<p>Perce</p>	<p><b>Historical Account (Informational)</b></p> <p><a href="#">"Teaching with Documents: The Lewis and Clark Expedition"</a> (National Archives)</p> <p><a href="#">Map of the United States Expansion</a></p> <p><a href="#">Map of Native American Tribes</a></p> <p><a href="#">"Lewis &amp; Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living"</a> (Newberry Library)</p> <p><a href="#">"Lewis &amp; Clark and the Indian Country: A New Nation Comes to the Indian Country"</a> (The Newberry Library)</p> <p><a href="#">"Nimiipuu Homeland"</a> (Nez Perce National Historic Park Museum Collections)</p> <p><a href="#">"Legend Times"</a> (Nez Perce National Historic Park Museum Collections)</p> <p><a href="#">"Food and Drink"</a> (U. S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p><a href="#">"Clothing"</a> (U. S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p><a href="#">"Shelter—The Tipi"</a> (U. S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p><a href="#">"Getting Around"</a> (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p> <p><a href="#">"Transport and Trade"</a> (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p> <p><a href="#">"Spirituality"</a> (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p> <p><a href="#">"Children's Play"</a> (U.S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p><b>Paintings</b></p> <p><a href="#">Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward, E. A. Burbank</a></p> <p><a href="#">The White Cloud, Head Chief of the lowas, George Catlin</a></p>
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**TRANSFER GOALS**  
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Transfer Goals highlight the effective use of understanding, knowledge, and skill that we want students to be able to do when they confront new challenges. It is the ability to



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transfer learning independently in not just one setting but varied real-world situations				
<b>KNOWLEDGE</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING/LISTENING</b>	<b>LANGUAGE</b>
<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Understand how cultural conflicts often occurred due to differing beliefs and values.</p> <p>Learn about an individual's cultural beliefs and values by observing their words and actions.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Understand the power of words and images to provide insight into the experiences of others and an understanding of cultures and historical periods.</p> <p>Comprehend text by tracing the main idea in order to develop a summary of the text.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Effectively use content specific language, style, tone, and text structure to compose and adapt different writing for audiences and purposes.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>Collaborate effectively as group members, who listen actively and respectively pose thoughtful questions, acknowledges the ideas of others, and contribute ideas to the group's goal.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Communicate effectively when writing or speaking by applying the conventions of language.</p> <p>Use context clues to determine the meaning of figurative language in a variety of literary text.</p>

**MODULE 1**  
**LESSONS 1-4**  
**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**



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**WRITING: INFORMATIONAL/EXPOSITORY**

**FOCUS QUESTION: How did U.S. Westward Expansion impact Native American cultures in the West?**

**STAGE 1---DESIRED RESULTS**

**FOCUS STANDARDS** are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

<p align="center"><b>READING FOCUS STANDARDS</b>  <b>READING INFORMATION:</b>  <b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.5.2*</b> Examine a grade-appropriate informational text: Provide a summary, determine the main idea of a text and explain how it is supported by key details.  <b>READING LITERATURE:</b>  <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p align="center"><b>WRITING FOCUS STANDARDS</b>  <b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  <b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p align="center"><b>SPEAKING/LISTENING FOCUS STANDARDS</b>  <b>SL.5.1</b> Engage effectively in a range of collaborative discussions one-on-one, in groups and teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.  <b>SL.5.2</b> Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).  <b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p align="center"><b>LANGUAGE FOCUS STANDARDS</b>  <b>L.5.1.a*</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.  <b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.  <b>L.5.5.c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.</p>
<p align="center"><b>READING STUDENT FRIENDLY LANGUAGE</b>  I can...  <b>READING INFORMATION:</b>  <b>RI.5.1</b>  I can find evidence in the text that supports my inferences.  I can find evidence in the text that supports my explanations.  <b>RI.5.2</b>  I can determine the main idea and important details of what I read.  I can explain the main idea and important details of what I read.</p>	<p align="center"><b>WRITING STUDENT FRIENDLY LANGUAGE</b>  I can...  <b>W.5.2</b>  I can write with an attention drawing beginning.  I can write a middle filled with information and examples.  I can write a concluding statement that relates to the information I have given.  I can write in logical order.  I can connect my ideas to each other.  I can use vocabulary that explains and informs about the topic.</p>	<p align="center"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b>  I can...  <b>SL.5.1</b>  I can come to a discussion prepared and follow agreed upon rules.  I can explicitly draw upon my preparation to explore a topic during discussion.  I can pose and respond to questions during a discussion.  I can contribute and elaborate to ideas during in discussion.  I can review key ideas and knowledge gained in a discussion.</p>	<p align="center"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b>  I can...  <b>L.5.1.a</b>  I can identify and use prepositions in sentences.  <b>L.5.5</b>  I can identify figurative language.  I can interpret the meaning of figurative language.  I can recognize and explain the nonliteral meaning of idioms, adages, and proverbs.  I can determine the relationships between synonyms, antonyms, homophones, and</p>



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<p>I can summarize the text.</p> <p><b>READING LITERATURE:</b> <b>RL.5.1</b></p> <p>I can quote from text when explaining my understanding of what the text says. I can quote from text when drawing inferences from the text.</p>	<p><b>W.5.4</b></p> <p>I can develop and organize my ideas to create a writing project that makes sense to others. I can write for a variety of reasons and a variety of people.</p>	<p><b>SL.5.2</b></p> <p>I can summarize information from a story that is read to me. I can summarize information that I see in a video or hear from a recording.</p> <p><b>SL.5.6</b></p> <p>I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way that fits the situation.</p>	<p>homographs.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

**STAGE 2—ASSESSMENT EVIDENCE---REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 4**

**FOCUSING QUESTION TASK 1** Write a paragraph summary of the informational text, “A New Nation Comes to the Indian Country,” that includes the main ideas and key details from the article. [FQT 1](#)

**END OF MODULE TASK** Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. [EOM Task](#)

**STAGE 3---LEARNING ACTIVITIES**

**MODULE 1**  
**LESSON 1-4**

**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**

**WRITING: INFORMATIONAL/EXPOSITORY**

**FOCUS QUESTION: *How did U.S. Westward Expansion impact Native American cultures in the West?***



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**VOCABULARY:** culture, cultural, beliefs, values, expansion, impact, brilliant, customs, prosperous, thriving, abundant, natural resources, undermined, institutions, treaty, superseded, invasion, disputes

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.
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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p><b>L1</b></p> <p><b>Lesson at a Glance</b> TE p. 32</p>	<p>Generate text-based questions during a first read to support and monitor understanding of the text “The Lewis and Clark Expedition” <b>(RI.5.1)</b></p> <p>Determine the overall main idea of the text “<i>The Lewis and Clark Expedition</i>” <b>(RI.5.2)</b></p> <p>Clarify meaning of culture <b>(L.5.5)</b></p>	<p>“Teaching with Documents: <i>The Lewis and Clark Expedition</i>”</p> <p>Map of the United States Expansion</p> <p>Map of Native American Tribes</p>	<p><b>ORGANIZE:</b> What’s happening in the text “<i>The Lewis and Clark Expedition</i>”?</p> <p><b>Launch</b> TE p. 34 <b>Learn</b> TE p. 36 <b>Land</b> TE p. 40 <b>Wrap</b> TE p. 41</p>		<p><b>DEEP DIVE: VOCABULARY</b> End of Module Vocabulary Assessment- use as a pre-assessment and a post-assessment</p> <p>Frayer Model: Culture</p> <p><b>Launch</b> TE p. 44 <b>Learn</b> TE p. 44 <b>Land</b> TE p. 45</p>
<p><b>L2</b></p> <p><b>Lesson at a Glance</b> TE p. 48</p>	<p>Determine and paraphrase main ideas and key details from the article “<i>The Indian Country, 1800: A Brilliant Plan for Living.</i>” <b>(RI.5.2)</b></p> <p>Use relationship between</p>	<p>“<i>Lewis &amp; Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living</i>”</p> <p><i>Map of Native American Tribes</i></p>	<p><b>ORGANIZE:</b> What is happening in the text “<i>Indian Country, 1800: A Brilliant Plan for Living</i>”?</p> <p><b>Launch</b> TE p. 50 <b>Learn</b> TE p. 51</p>	<p><b>EXECUTE:</b> How do I determine the main ideas and details of a text to prepare for writing a summary?</p> <p><b>SUW LESSONS &amp; TOOLS</b></p>	<p><b>DEEP DIVE: VOCABULARY</b> Word Relationships</p> <p><b>Launch</b> TE p. 59 <b>Learn</b> TE p. 60</p>



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	words to better understand the meaning of <i>values</i> (L.5.5.c)		<b>Land</b> TE p. 57 <b>Wrap</b> TE p. 57	<b>SUW E4-11</b> Defining a Topic Sentence pp. 309-310 Tools E4-11a  <b>SUW E4-13</b> Topic Sentence Variety: Action Verb Topic Sentences p.313 Tool E4-13b Where or When Plus What's happening? Topic Sentences p.313 Tool E4-13b And, But, Or, & So Topic Sentences pp. 313 Tool E4-13d  <b>SUW E2-56</b> Tool E2-56a, 56d, and 56e Quick Check for Sentences and Topic Sentences* p. 218-219 *Use as a lesson	<b>Land</b> TE p. 60
<p align="center"><b>L3</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 62</p>	Summarize the main ideas and key details of the article <i>"The Indian Country, 1800: A Brilliant Plan for Living."</i> (W.5.2, RI.5.2)  Determine the overall main idea and key supporting	<i>"Lewis &amp; Clark and the Indian Country: the Indian Country, 1800: A Brilliant Plan for Living"</i>  <i>"Lewis &amp; Clark and the Indian Country: A New Nation Comes to the Indian</i>	<b>ORGANIZE:</b> What is in the text <i>"A New Nation Comes to the Indian Country"</i> ?  <b>Launch</b> TE p. 63 <b>Learn</b> TE p. 64 <b>Land</b> TE p. 71	<b>EXPERIMENT:</b> How does an informational text summary work?	<b>DEEP DIVE: STYLE AND CONVENTIONS</b> Prepositional Phrases  <b>Launch</b> TE p. 73 <b>Learn</b> TE p. 74 <b>Land</b> TE p. 75



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	<p>details of the article “A New Nation Comes to the Indian Country.” (RL.5.1, RI.5.2)</p> <p>Identify, categorize, and describe the function of prepositional phrases. (L.5.1.a)</p>	Country”	Wrap TE p. 71		<p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS SUW E2-25</b> Using Prepositions pp. 148-149 Tools E2-25a-E2-25b</p>
<p><b>L4</b></p> <p><b>Lesson at a Glance</b> TE p. 78</p> <p><b>FOCUSING QUESTION</b> <b>TASK 1</b> Write a paragraph summary of the informational text, “A New Nation Comes to the Indian Country,” that includes the main ideas and key details from the article. <a href="#">FQT 1</a></p>	<p>Summarize the main ideas and key details of the article “The Indian Country, 1800: A Brilliant Plan for Living.” (W.5.2, RI.5.2)</p> <p>Determine the overall main idea and key supporting details of the article “A New Nation Comes to the Indian Country.” (RL.5.1, RI.5.2) Identify, categorize, and describe the function of prepositional phrases. (L.5.1.a)</p>	“Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country”	<p><b>KNOW:</b> How does the text “A New Nation Comes to the Indian Country” build my knowledge of how westward expansion impacted Native Americans in the West?</p> <p><b>Launch</b> TE p. 80  <b>Learn</b> TE p. 80  <b>Land</b> TE p. 84  <b>Wrap</b> TE p. 84</p>	<b>EXECUTE:</b> How do I write a strong summary of an informational text?	

SOCIAL STUDIES Correlation to MODULE 1 (LESSONS 1-4)			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	FORMATIVE PERFORMANCE TASKS RESOURCES/MATERIALS	ASSESSMENTS WRITING
G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of	<p><b>Unit: The Land and People Before Columbus</b></p> <p><b>Lesson:</b></p>	<b>Bully Proofing Your School lessons 1-6 will be taught during the first nine weeks</b>	TCI Activity: Reading Further Choose a route, over land or by water, that you would take from



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<p>geographic representations  <b>G.8.5.3</b> Synthesize information from a variety of sources to construct maps and other geographic representations  <b>G.9.5.2</b> Analyze ways cultural characteristics influenced population distribution in the early Americas through the post-Revolutionary period  <b>G.9.5.3</b> Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment  <b>G.10.5.1</b> Examine relationships between human settlements and movements and the location and use of natural resources in the early Americas (e.g., early  <b>H.12.5.2</b> Compare characteristics (e.g., dwellings, culture, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)</p>	<p><b>Essential Question:</b>  What can geography teach us about the United States?</p> <p><b>Supporting Question(s):</b>  How are text features used to add meaning to social studies content (informational text)?</p> <p><b>Skills:</b> Main Idea and Text Features</p> <p><b>Vocabulary:</b> climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation</p> <p><b>Instructional Routines</b>  Boxes and Bullets  QARs</p>	<p><b>Geography</b>  <a href="#">TCI "Studies Alive!" Lesson 1 Presentation "Geography of the United States"</a>  Suggestion: Create an illustrated student booklet of geographical terms. Illustrated Glossary of Landforms and Bodies of Water  <a href="#">Enchanted Learning Geography Glossary</a></p> <p>Chronology- Post teacher created timeline to clarify Pre-Columbian Native Americans time period and Nez Perce time period.  Social Scientist- Reading Like a Historian—connect to science</p> <p>Introduce Roots Project in conjunction with Family Culture Web</p> <p>Use social studies to support students' understanding of main of idea and text features in Wit and Wisdom lessons 1-4</p>	<p>New York to the goldfields of California in 1849. Write a journal entry about your trip to California. Include some details about how the geographic features along the way affected your journey. Slides 40-45</p> <p>Imagine that you are traveling through the five regions of the United States. Write sentences describing one or more major landforms or body of water in each region.</p>
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<p><b>MODULE 1</b>  <b>LESSONS 5-8</b>  <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION: <i>How did the Nez Perce's homeland sustain their lifestyle and culture?</i></b></p>
<p><b>STAGE 1-- DESIRED RESULTS</b></p>
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular</p>



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module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

<b>READING FOCUS STANDARDS</b>	<b>WRITING FOCUS STANDARDS</b>	<b>SPEAKING/LISTENING FOCUS STANDARDS</b>	<b>LANGUAGE FOCUS STANDARDS</b>
<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.3*</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>W.5.2*</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.9.b</b> Apply Grade 5 Reading standards to informational texts.</p>	<p><b>SL.5.1.a</b> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>L.5.1.a*</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</p> <p><b>L.5.3.a*</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>L.5.4.b</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>

<b>READING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....
<p><b>RI.5.1</b> I can find evidence in the text that supports my inferences. I can find evidence in the text that supports my explanations.</p> <p><b>RI.5.3</b> I can understand, compare, and contrast texts from different cultures and time periods. I can explain and respond to diverse, multicultural, and time period texts. I can use specific information in informational, scientific, or technical text to explain relationships or interactions found in the text.</p>	<p><b>W.5.2</b> I can write with an attention drawing beginning. I can write a middle filled with information and examples. I can write a concluding statement that relates to the information I have given. I can write in logical order. I can connect my ideas to each other. I can use vocabulary that explains and informs about the topic.</p> <p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from</p>	<p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p>	<p><b>L.5.1.a</b> I can identify and use prepositions in sentences.</p> <p><b>L.5.3.a</b> I can use language skills to write, read, speak, or listen. I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p><b>L.5.4.b</b> I can use Greek and Latin affixes and roots as clues.</p>



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I can compare individuals, events, and concepts across texts.	informational text to support my ideas.		
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

**STAGE 2 ASSESSMENT EVIDENCE- REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. .

**Lesson 8**

**FOCUSING QUESTION TASK** Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribe's lifestyle and culture.  
[FQT 2](#)

**END OF MODULE TASK** Write an informative/explanatory essay to explain how Chief Joseph's "Lincoln Hall Speech" conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. [EOM Task](#)

**STAGE 3: LEARNING ACTIVITIES****MODULE 1****LESSONS 5-8**

**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**

**WRITING: INFORMATIONAL/EXPOSITORY**

**FOCUS QUESTION: *How did the Nez Perce's homeland sustain their lifestyle and culture?***

**VOCABULARY:** homeland, plateau, prairie, sustain, subsistence, sustenance, semi-subterranean

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module
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instruction.	unit topics.
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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<b>L5</b>  <b>Lesson at a Glance</b> <b>TE p. 88</b>	Identify and explain the relationship between the Nez Perce’s homeland and different aspects of the tribe’s culture and lifestyle. <b>(RI.5.3)</b>  Explain the functions of topic statements and body sentences in an informative paragraph and explain how they relate. <b>(W.5.2.a, W.5.2.b)</b>  Use knowledge of affixes as clues to determine word meaning. <b>(L.5.4.b)</b>	A Landscape of History film clip  <i>“Nimiipuu Homeland”</i>  <i>“Legend Times”</i>	<b>ORGANIZE:</b> What’s happening in the text <i>“The Lewis and Clark Expedition”</i> ?  <b>Launch</b> TE p. 90 <b>Learn</b> TE p. 91 <b>Land</b> TE p. 96 <b>Wrap</b> TE p. 97	<b>ORGANIZE:</b> What’s happening in the text <i>“The Lewis and Clark Expedition”</i> ?  <b>Resource:</b> <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E4-1</b> Color Coding TE page 285, Tool E2-41a	<b>DEEP DIVE: VOCABULARY</b> Word Meaning and Relationships  Use knowledge of affixes as clue to meaning sub, sus-  <b>Launch</b> TE p. 99 <b>Learn</b> TE p. 99 <b>Land</b> TE p.100
<b>L6</b>  <b>Lesson at a Glance</b> <b>TE p. 102</b>	Explain the significance of one’s own observations, inferences, and/or questions about an informational text on Nez Perce culture. <b>(SL.5.1.a)</b>  Compose a topic statement for an explanatory paragraph about children’s play in Nez Perce culture that clearly states the main idea, answers the prompt,	<i>“Food and Drink”</i> <i>“Clothing”</i> <i>“Shelter- The Tipi”</i> <i>“Getting Around”</i> <i>“Spirituality”</i> <i>“Transport and Trade”</i>	<b>WONDER</b> What do I notice and wonder about the aspect of Nez Perce lifestyle and culture I am reading about?  <b>Launch</b> TE p. 104 <b>Learn</b> TE p. 104 <b>Land</b> TE p.110 <b>Wrap</b> TE p. 111	<b>EXPERIMENT</b> How does a topic statement in an informative/ explanatory paragraph work?  <b>RESOURCE:</b> <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E4-15</b> Leading with the Blues pp. 320-321 Tools E4-15a and 15b	<b>DEEP DIVE: STYLE AND CONVENTIONS</b> Prepositional Phrases  <b>Launch</b> TE p. 112 <b>Learn</b> TE p. 113 <b>Land</b> TE p. 113  <b>RESOURCE:</b> <b>SUW LESSONS &amp; TOOLS</b>



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	and includes two points. <b>(W.5.2.a)</b>  Add detail to and expand sentences using prepositional phrases. <b>(L.5.1.a, L.5.3.a)</b>			(connect to model paragraph on Handout 6H)  <b>SUW E2-43</b> Planning Paragraphs With Informal Outlines pp. 189-190 Tools E2-43a and 43b (connect to Handout 6G)	<b>SUW E2-25</b> Using Prepositions pp. 148-149 Tools E2-25a-E2-25b
<b>L7</b>  <b>Lesson at a Glance</b> <b>TE p. 116</b>	Draw conclusions about the relationship between the Nez Perce homeland and an aspect of the tribe's lifestyle or culture based on evidence in the text. <b>(RI.5.1, RI.5.3)</b>  Draft a topic statement for an explanatory paragraph about an aspect of Nez Perce lifestyle and culture. <b>(W.5.2.a, W.5.9.b)</b>  Expand and combine sentences using prepositional phrase(s) <b>(L.5.1.a, L.5.3.a)</b>	<i>"Food and Drink"</i> <i>"Clothing"</i> <i>"Shelter- The Tipi"</i> <i>"Getting Around"</i> <i>"Spirituality"</i> <i>"Transport and Trade"</i>	<b>REVEAL</b> What does an exploration of the relationship between the Nez Perce homeland and [my topic] reveal?  <b>Launch</b> TE p. 117 <b>Learn</b> TE p. 118 <b>Land</b> TE p. 122 <b>Wrap</b> TE p. 123	<b>EXECUTE</b> How do I use a topic statement in an explanatory paragraph?  <b>RESOURCE:</b>  <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E2-44</b> Topic Sentence pp. 191-192 Tools E2-44a	<b>DEEP DIVE: STYLE AND CONVENTIONS</b> Sentences Using Prepositional Phrases  Prepositional Phrases <b>Launch</b> TE p. 124 <b>Learn</b> TE p. 124 <b>Land</b> TE p. 125  <b>RESOURCE:</b>  <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E2-25</b> Using Prepositions pp. 148-149 Tools E2-25a-E2-25b
<b>L8</b>  <b>Lesson at a Glance</b>	Revise a topic statement for Focusing Question Task 2 to clearly state the essential idea, answer the	<i>"Food and Drink"</i> <i>"Clothing"</i> <i>"Shelter- The Tipi"</i> <i>"Getting Around"</i>	<b>KNOW</b> How do the Nez Perce lifestyle and culture texts build my knowledge about the Nez Perce	<b>EXCEL</b> How can I create an explanatory paragraph?	<b>DEEP DIVE: STYLE AND CONVENTIONS</b> Prepositional Phrases



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p><b>TE p. 128</b></p> <p><b>FOCUSING QUESTION TASK</b> Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribe’s lifestyle and culture.  <a href="#">FQT 2</a></p>	<p>purpose question, and include point(s) to support the essential idea. <b>(W.5.2.a)</b></p> <p>Explain, in a well-developed paragraph, how the Nez Perce homeland shaped or sustained an aspect of the tribe’s lifestyle or culture. <b>(RI.5.1, RI.5.3, W.5.2)</b></p> <p>Add detail to and expand sentences using prepositional phrases. <b>(L.5.1.a, L.5.3.a)</b></p>	<p>“Spirituality”            “Transport and Trade”</p>	<p>homeland?</p> <p><b>Launch</b> TE p. 130  <b>Learn</b> TE p. 130  <b>Land</b> TE p. 133  <b>Wrap</b> TE p. 133</p>	<p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS SUW E2-52</b> Connecting the Conclusion to the Topic Sentence pp. 209-210            Tools E2-52a</p>	<p><b>Launch</b> TE p. 135  <b>Learn</b> TE p. 135  <b>Land</b> TE p. 136</p> <p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS SUW E2-25</b>            Using Prepositions pp. 148-149            Tools E2-25a-E2-25b</p>

<b>SOCIAL STUDIES</b> Module 1, Lessons 5-8			
STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<p><b>H.12.5.1</b> Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital, and print sources</p> <p><b>G.8.5.2</b> Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations</p> <p><b>G.9.5.2</b> Analyze ways cultural characteristics influenced population distribution in the early Americas through</p>	<p><b>Unit: The Land and People Before Columbus Lesson:</b></p> <p><b>Essential Question:</b>            How does geography – physical features, natural resources, and culture influence the settlement of early Native American groups and the creation of communities?</p> <p><b>Supporting Question(s):</b>            What was the physical geography of each</p>	<p>TCI Lesson 2, Sections 1-4            Origin Stories            Migrations including Land Bridge            American Indians and the Environment including Natural Resources</p> <p>Suggested reading: <i>The Rough Face Girl</i> by Rafe Martin.</p> <p><b>Additional Lessons and Resources</b>            Use Days One/Three/Four of the following</p>	<p>American Indians Picture Analysis— Attachment            Defining U.S. Lesson  <a href="#">Assessment Picture Analysis</a></p> <p><b>Social Studies Prompt:</b> Describe one type of environment and how American Indian groups adapted to the land to survive. Use geographic terms and descriptive words.</p>



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<p>the post-Revolutionary period  <b>G.9.5.3</b> Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment  <b>G.10.5.1</b> Examine relationships between human settlements and movements and the location and use of natural resources in the early Americas (e.g., early people groups, Native Americans, Westward Expansion)</p>	<p>Native American group?  How did the environment of the Inuit/Kwakiutl/Sioux/Pueblo/Iroquois influence their way of life?</p> <p><b>Skill:</b> Main Idea and Summarizing</p> <p><b>Vocabulary:</b> adaptation, environment, kiva, migration, natural resource, origin story</p> <p><b>Instructional Routines:</b>  Annotations</p> <p><b>Bully Proofing Your School lessons 1-6 will be taught during the first nine weeks</b></p>	<p>lesson to collect evidence on how geography impacted lives.  <a href="#">Defining U.S. Lesson “The Story of the American Indian”</a>  Day 3 of Lesson: <a href="#">Five Pictures</a>  Days 4 &amp; 5: Introduce Native American Tribe Project  Features Fiction/Nonfiction  <a href="#">Blank North American Map</a>---<a href="#">U.S.Map</a>---  <a href="#">Culture Chart</a>  <a href="#">Information Organizer</a>---  <a href="#">Assessment Picture Analysis</a>  <a href="#">Pre Columbian Book List</a>  <a href="#">Pre Columbian Websites</a>  <a href="#">Native American Research Foldable</a>  <a href="#">Rubric</a>  <a href="#">Native American Group Project</a></p> <p><a href="#">Shelter in a Bag</a></p>	<p>Use TCI Slide 14 for examples of environments.</p>
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**MODULE 1**  
**5<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content**

<b>MODULE 1</b> <b>LESSONS 9-12</b> <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: <i>What role do stories play in Nez Perce culture?</i></b>			
<b>STAGE 1- DESIRED RESULTS</b>			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>			
<p style="text-align: center;"><b>READING FOCUS STANDARDS</b></p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Examine a <i>grade-appropriate</i> literary text. Provide a <i>summary</i>.  <i>Determine a theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.</p> <p><b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar <i>themes</i> and topics.</p> <p><b>RF.5.4.b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.5.4.c</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><b>WRITING FOCUS STANDARDS</b></p> <p><b>W.5.2*</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING FOCUS STANDARDS</b></p> <p><b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i> one-on-one, in groups, or teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.1.a</b> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.5.1.b*</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.5.1.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.</p>	<p style="text-align: center;"><b>LANGUAGE FOCUS STANDARDS</b></p> <p><b>L.5.2.d*</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed.</p> <p><b>L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.4.b</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.4.c</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.5.a*</b> Interpret figurative language in context, including but not limited to, similes and metaphors.</p>



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<p style="text-align: center;"><b>READING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....</p>
<p><b>RI.5.1</b> I can find evidence in the text that supports my inferences. I can find evidence in the text that supports.</p> <p><b>RL.5.1</b> I can quote from text when explaining my understanding of what the text says. I can quote from text when drawing inferences from the text.</p> <p><b>RL.5.2</b> I can identify the theme of any text from its details. I can recognize how characters respond to challenges in a story or drama. I can summarize the text. I can determine how a speaker in a poem reflects on a topic.</p> <p><b>RL.5.9</b> I can compare two or more stories of the same genre. I can contrast two or more stories of the same genre.</p> <p><b>RF.5.4.b</b> I can with practice, orally read prose and poetry at my grade level with accuracy. I can with practice, orally read prose and poetry at my grade level at an appropriate rate. I can with practice, orally read prose and</p>	<p><b>W.5.2</b> I can write with an attention drawing beginning. I can write a middle filled with information and examples. I can write a concluding statement that relates to the information I have given. I can write in logical order. I can connect my ideas to each other. I can use vocabulary that explains and informs about the topic.</p> <p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from informational text to support my ideas.</p>	<p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.6</b> I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way that fits the situation.</p>	<p><b>L.5.2.d</b> I can correctly use underlining, quotation marks, or italics when I am writing the title of works.</p> <p><b>L.5.4.a, L.5.4.b, L.5.4.c</b> I can decide the correct meaning of a multiple-meaning word or unknown word. I can look in the passage for cause/effect relationships or comparisons of the word to things I know. I can use Greek and Latin affixes and roots as clues. I can find the word in a print or online dictionary, glossary, or thesaurus and deciding which of the definitions fits the way my word is used in a sentence.</p> <p><b>L.5.5.a</b> I can identify figurative language. I can interpret the meaning of figurative language. I can recognize and explain the nonliteral meaning of idioms, adages, and proverbs. -determine the relationships between synonyms, antonyms, homophones, and homographs.</p>



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<p>poetry at my grade level with expression. <b>RF.5.4.c</b> I can self-correct or confirm word recognition and understanding of text by using the context and rereading the passage.</p>			
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**ELP STANDARDS**  
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

**STAGE 2 ASSESSMENT EVIDENCE- REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 10**  
**NEW READ 1** Read a traditional Nez Perce story, “How Beaver Stole Fire from the Pines.” Complete a story map to describe the story’s main characters and setting, and summarize the problem, attempts to solve the problem, and resolution. Then, respond to multiple-choice questions about characters, key events, and the story’s purpose. [NR 1](#)

**Lesson 12**  
**FOCUSING QUESTION TASK 3** Contribute ideas in a Socratic Seminar to analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. Following the seminar, reflect on learning by writing one or two paragraphs to explain how the two stories serve similar roles in Nez Perce culture. [FQT 3](#)

**END OF MODULE TASK** Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. [EOM Task](#)

**STAGE 3- -LEARNING ACTIVITIES**  
**MODULE 1**



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<p><b>LESSONS 9-12</b>  <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION: <i>What role do stories play in Nez Perce culture?</i></b></p>
<p><b>VOCABULARY:</b> oral tradition, collaborate, descendants, devour, deprive, compare, contrast, personification</p>

<b>SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS</b>			
Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

<b>LESSON &amp; ASSESSMENT</b>	<b>LEARNING GOALS &amp; STANDARDS</b>	<b>TEXT</b>	<b>CONTENT FRAMING QUESTION READING</b>	<b>CRAFT QUESTION WRITING</b>	<b>DEEP DIVE VOCABULARY/ STYLE &amp; CONVENTIONS</b>
<p align="center"><b>L9</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 138</p>	<p>Explain how norms for speaking collaboratively help a group of students get the most out of an academic conversation (<b>SL.5.1</b>)</p> <p>Summarize the steps Coyote takes to solve the problem in the story “<i>Coyote and Monster</i>,” and explain how the problem is resolved at the end of the story (<b>RL.5.1 &amp; RL.5.2</b>)</p> <p>Consult the dictionary to clarify definitions based on context and word knowledge (<b>L.5.4.a, L.5.4.b, L.5.4.c</b>)</p>	<p>“<i>Coyote and the Monster</i>” parts 1, 2, 3 by J.R. Spencer</p>	<p><b>DISTILL:</b> What is the meaning of the story “Coyote and Monster” for the Nez Perce people?</p> <p><b>Launch</b> TE p. 140  <b>Learn</b> TE p. 141  <b>Land</b> TE p. 145  <b>Wrap</b> TE p. 146</p>	<p><b>EXAMINE:</b> Why is speaking collaboratively important?</p>	<p><b>DEEP DIVE: VOCABULARY</b> Understand words that begin with the prefix de-</p> <p><b>Launch</b> TE p. 148  <b>Learn</b> TE p. 148  <b>Land</b> TE p. 149</p>
<p align="center"><b>L10</b></p>	<p>Summarize the story “<i>How Beaver Stole Fire from the</i></p>	<p>“<i>Coyote and the Monster</i>” parts 1, 2, 3</p>	<p><b>REVEAL:</b> What does a deeper exploration of</p>	<p><b>EXPERIMENT:</b> How does speaking</p>	<p><b>DEEP DIVE: VOCABULARY</b> Interpret</p>



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>Lesson at a Glance</b> TE p. 152</p> <p><b>NEW READ 1</b> Read a traditional Nez Perce story, “How Beaver Stole Fire from the Pines.” Complete a story map to describe the story’s main characters and setting, and summarize the problem, attempts to solve the problem, and resolution. Then, respond to multiple-choice questions about characters, key events, and the story’s purpose. <a href="#">NR 1</a></p>	<p><i>Pines,</i>” including characters, setting, problem, key events, resolution, and what the story explains in Nez Perce culture. (RL.5.1, RL.5.2)</p> <p>Observe and explain how participants in a “fishbowl” discussion speak collaboratively. (SL.5.1.b, SL.5.1.c)</p> <p>Interpret personification in context (L.5.5.a)</p>	<p>by J.R. Spencer</p>	<p>characters in Nez Perce stories reveal?</p> <p><b>Launch</b> TE p. 154  <b>Learn</b> TE p. 154  <b>Land</b> TE p. 159  <b>Wrap</b> TE p. 159</p>	<p>collaboratively work?</p>	<p>personification in context</p> <p><b>Launch</b> TE p. 161  <b>Learn</b> TE p. 161  <b>Land</b> TE p. 162</p>
<p align="center"><b>L11</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 164</p>	<p>Use storytelling techniques to an audience’s experience of a story, and, as a member of an audience, explain how storytelling techniques enhance one’s experience of listening to a story. (RF.5.4.b, RF.5.4.c, SL.5.6)</p> <p>Compare how two Nez Perce stories serve similar roles in Nez Perce culture, supporting</p>	<p><i>“Coyote and the Monster,” parts 1, 2, 3</i> by J.R. Spencer</p>	<p><b>KNOW:</b> How do Nez Perce stories build my knowledge of Nez Perce culture?</p> <p><b>Launch</b> TE p. 165  <b>Learn</b> TE p. 166  <b>Land</b> TE p. 170  <b>Wrap</b> TE p. 171</p>	<p><b>EXECUTE:</b> How do I speak collaboratively in small groups?</p>	<p><b>DEEP DIVE:</b>  <b>VOCABULARY</b>  Punctuating and Capitalizing Titles  Examine punctuating and capitalizing titles</p> <p><b>Launch</b> TE p. 172  <b>Learn</b> TE p. 173  <b>Land</b> TE p. 173</p> <p><b>RESOURCE:</b></p>



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	<p>ideas with evidence from both texts. <b>(RL.5.1, RL.5.9)</b></p> <p>Use correct capitalization and punctuation to indicate titles of books, articles and stories <b>(L.5.2.d)</b></p>				<p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>SUW E2-27</b> Writing Titles of Works pp. 152-153 Tools E2-27a and 27b</p>
<p align="center"><b>L12</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 176</p> <p><b>FOCUSING QUESTION TASK 3</b> Contribute ideas in a Socratic Seminar to analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. Following the seminar, reflect on learning by writing one or two paragraphs to explain how the two stories serve similar roles in Nez Perce culture. <a href="#">FQT 3</a></p>	<p>Synthesize and express understanding of the roles that Nez Perce stories play in Nez Perce culture, comparing two myths <b>(SL.5.1.a, SL.5.1.b., SL.5.1.c, SL.5.6)</b></p> <p>Explain how two Nez Perce stories play similar roles in Nez Perce culture, supporting ideas with evidence from both stories <b>(RI.5.1, RL.5.9, W.5.2, W.5.9.a)</b></p> <p>Use correct capitalization and punctuation to indicate titles of paintings, films, and speeches <b>(L.5.2.d)</b></p>	<p><i>“Coyote and the Monster” parts 1, 2, 3 by J.R. Spencer</i></p>	<p><b>KNOW:</b> How do Nez Perce stories build my knowledge of Nez Perce culture?</p> <p><b>Launch</b> TE p. 178  <b>Learn</b> TE p. 179  <b>Land</b> TE p. 182  <b>Wrap</b> TE p. 182</p>	<p><b>EXECUTE:</b> How do I improve on speaking collaboratively in a Socratic Seminar?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Punctuating and Capitalizing Titles</p> <p><b>Launch</b> TE p. 184  <b>Learn</b> TE p. 184  <b>Land</b> TE p. 185</p> <p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>SUW E2-27</b> Writing Titles of Works pp. 152-153 Tools E2-27a and 27b</p>



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p><b>SOCRATIC SEMINAR</b> Analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. <a href="#">SS</a></p>					

**SOCIAL STUDIES**  
**Correlation to MODULE 1**



**MODULE 1**  
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STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<p><b>H.12.5.1</b> Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital, and print sources</p> <p><b>H.12.5.2</b> Compare characteristics (food dwellings, culture, beliefs, land use, clothing) of major pre-Columbian groups in N. America using variety of sources</p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p><b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within the early Americas through the 1820's using geographic representations of different scales</p> <p><b>G.8.5.2</b> Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations</p> <p><b>G.8.5.3</b> Synthesize information from a variety of sources to construct maps and other geographic representations</p> <p><b>G.9.5.3</b> Analyze ways climate &amp; environmental characteristics influenced where groups lived &amp; how they adjusted to the environment</p> <p><b>G.10.5.1</b> Examine relationships between human settlements and movements &amp; the location &amp; use of natural resources in the early Americas</p>	<p><b>Unit: The Land and People Before Columbus</b></p> <p><b>Essential Question:</b> How and why did American Indian cultural regions differ?</p> <p><b>Supporting Question(s):</b> How did the environment influence the food, clothing, shelter, or culture of different Native American groups? How did natural resources influence the settlement of early Native American groups?</p> <p><b>Skill:</b> Speaking Collaboratively</p> <p><b>Vocabulary:</b> artifact, cultural region, culture, gorge, mesa, nomadic</p> <p><b>Instructional Routine</b> Socratic Seminar</p>	<p><b>Bully Proofing Your School lessons 1-6 will be taught during the first nine weeks</b></p> <p><b>TCI Lesson: 3- American Indian Cultural Regions</b> Sections 1-3</p> <p><a href="#">Totem Pole Diagram</a></p> <p>Use Socratic Seminar to discuss the essential question: How and why did American Indian cultural regions differ?</p>	<p>Select one American Indian group to write an informational paragraph that provides information about the environment and natural resources influence that group.</p> <p>Complete the totem pole.</p>

**MODULE 1**



**MODULE 1**  
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<b>LESSON 13-16</b> <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: <i>How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?</i></b>			
<b>STAGE 1---DESIRED RESULTS</b>			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>			
<p style="text-align: center;"><b>READING FOCUS STANDARDS</b></p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.3*</b> 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).</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p style="text-align: center;"><b>WRITING FOCUS STANDARDS</b></p> <p><b>W.5.2*</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2.c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>W.5.4*</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING FOCUS STANDARDS</b></p> <p><b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i> one-on-one, in groups, or teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> <i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal <i>English</i> when appropriate to task and situation.</p>	<p style="text-align: center;"><b>LANGUAGE FOCUS STANDARDS</b></p> <p><b>L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.6</b> Acquire and use accurately <i>grade-appropriate</i> general academic and domain-specific <i>words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.</p>
<b>READING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....



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<p><b>RL.5.1</b> I can quote from text when explaining my understanding of what the text says. I can quote from text when drawing inferences from the text.</p> <p><b>RL.5.3</b> I can use language skills to write, read, speak, or listen. I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p><b>RI.5.1</b> I can find evidence in the text that supports my inferences. I can find evidence in the text that supports my explanations.</p> <p><b>RI.5.9</b> I can combine the information from several sources to make sure I have the most accurate information. I can speak and write clearly about the subject.</p>	<p><b>W.5.2</b> I can write with an attention drawing beginning. I can write a middle filled with information and examples. I can write a concluding statement that relates to the information I have given. I can write in logical order. I can connect my ideas to each other. I can use vocabulary that explains and informs about the topic.</p> <p><b>W.5.4</b> I can develop and organize my ideas to create a writing project that makes sense to others. I can write for a variety of reasons and a variety of people.</p> <p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from informational text to support my ideas.</p>	<p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.2</b> I can summarize information from a story that is read to me. I can summarize information that I see in a video or hear from a recording.</p> <p><b>SL.5.6</b> I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way that fits the situation.</p>	<p><b>L.5.4.a</b> I can decide the correct meaning of a multiple-meaning word or unknown word.</p> <p><b>L.5.6</b> I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

**STAGE 2 ASSESSMENT EVIDENCE- REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**Lesson 16**



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**FOCUSING QUESTION TASK 4** Write an explanatory paragraph contrasting the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers using evidence from *Thunder Rolling in the Mountains*, chapters 1–3 and the clip from the film *A Landscape of History*. [FQT 4](#)  
**END OF MODULE TASK** Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. [EOM Task](#).

**STAGE 3- LEARNING ACTIVITIES**  
**MODULE 1**  
**LESSONS 13-16**  
**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**  
**WRITING: INFORMATIONAL/EXPOSITORY**  
**FOCUS QUESTION: *How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?***

**VOCABULARY:** conflict, moons, suns, prosperity, reservation, Thunder Rolling in the Mountains (TRM) travois, chieftains, warriors, locusts, devour, priest, rovers, heed, revenge, idler, banish, clan, intelligence, guardian

<b>SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS</b>			
Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.

<b>LESSONS &amp; ASSESSMENT</b>	<b>LEARNING GOALS &amp; STANDARDS</b>	<b>TEXT</b>	<b>CONTENT FRAMING QUESTION READING</b>	<b>CRAFT QUESTION WRITING</b>	<b>DEEP DIVE VOCABULARY/ STYLE &amp; CONVENTIONS</b>
<p align="center"><b>L13</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 188</p>	<p>Infer the significance of one’s own observations and/or questions about characters and conflict in chapter 1. <b>(RL.5.1)</b></p> <p>Describe similarities and differences between the focus and structure of an explanatory paragraph and a comparison/contrast paragraph. <b>(W.5.2.a, W.5.2.b)</b></p>	<p><i>Thunder Rolling in the Mountains</i> Chapter 1</p>	<p><b>WONDER:</b> What do I notice and wonder in chapter 1 of <i>Thunder Rolling in the Mountains</i>?</p> <p><b>Launch</b> TE p. 190  <b>Learn</b> TE p. 191  <b>Land</b> TE p. 197  <b>Wrap</b> TE p. 198</p>	<p><b>EXAMINE:</b> Why is a topic statement in a comparison/contrast paragraph important?</p>	<p><b>DEEP DIVE: VOCABULARY</b> Use context clues to determine meaning</p> <p><b>Launch</b> TE p. 200  <b>Learn</b> TE p. 200  <b>Land</b> TE p. 201</p>



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	Integrate background knowledge with context clues to determine the meaning of moons and suns. <b>(L.5.4.a)</b>				
<b>L14</b>  <b>Lesson at a Glance</b> <b>TE p. 204</b>	<p>Apply knowledge of conflict between the Nez Perce and European Americans from multiple texts to understand the conflict facing the characters in <i>Thunder Rolling in the Mountains</i>. <b>(RL.5.1, RI.5.1, RI.5.9)</b></p> <p>Compose a topic statement for a comparison/contrast paragraph that identifies the subjects being compared/contrasted and states the essential idea. <b>(RL.5.3, W.5.2.a)</b></p> <p>Identify comparison-contrast transitions in a paragraph. <b>(W.5.2.c, L.5.6)</b></p>	<p><i>Thunder Rolling in the Mountains</i> Chapter 1</p> <p><i>A Landscape of History</i> (film clip)</p>	<p><b>REVEAL:</b> What does a deeper dive exploration of conflict in the novel and film reveal?</p> <p><b>Launch</b> TE p. 206  <b>Learn</b> TE p. 206  <b>Land</b> TE p. 213  <b>Wrap</b> TE p. 213</p>	<p><b>EXPERIMENT:</b> How does a topic statement in a comparison-contrast paragraph work?</p> <p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>SUW E4-13</b> Topic Sentence Variety pp. 313-317 Tools E4-13g</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Examine transition words</p> <p><b>Launch</b> TE p. 215  <b>Learn</b> TE p. 216  <b>Land</b> TE p. 217</p> <p><b>RESOURCE:</b></p> <p><b>SUW LESSONS &amp; TOOLS</b></p> <p><b>SUW E2-50</b> Using Transition Words for Different Purposes pp. 204-206 Tools E2-50a and 50b</p>
<b>L15</b>  <b>Lesson at a Glance</b> <b>TE p. 220</b>	<p>Analyze how characters' words in the novel reveal the significance of the Nez Perce homeland to its people and demonstrate their beliefs and values. <b>(RL.5.1, RL.5.3, W.5.9.a)</b></p>	<p><i>Thunder Rolling in the Mountains</i> Chapters 1-3</p>	<p><b>REVEAL:</b> What does a deeper exploration of characters' words reveal in the novel?</p> <p><b>Launch</b> TE p. 222  <b>Learn</b> TE p. 223  <b>Land</b> TE p. 228</p>	<p><b>EXECUTE:</b> How do I elaborate on recorded evidence to prepare to write my contrast paragraph?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Experiment with comparison-contrast transition words</p> <p><b>Launch</b> TE p. 230  <b>Learn</b> TE p. 231</p>



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	Use transition words to compare and contrast ideas. <b>(W.5.2.a, L.5.6)</b>		<b>Wrap</b> TE p. 229		<b>Land</b> TE p. 232 <b>RESOURCE:</b> <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E2-50</b> Using Transition Words for Different Purposes pp. 204-206 Tools E2-50a and 50b
<p style="text-align: center;"><b>L16</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> <b>TE p. 236</b></p> <p><b>FOCUSING QUESTION</b> <b>TASK 4</b> Write an explanatory paragraph contrasting the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers using evidence from <i>Thunder Rolling in the Mountains</i>, chapters 1–3 and the clip from the film <i>A Landscape of History</i>. <a href="#">FQT 4</a></p>	<p>Analyze how a series of quotations from the film <i>A Landscape of History</i> reveal the significance of the Nez Perce homeland to the U.S. government and to settlers and demonstrate cultural beliefs and values of nineteenth-century Americans. <b>(RI.5.1, RI.5.3)</b></p> <p>Contrast the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers, and explain how their differing views of the land reveal differences in the groups' cultural beliefs and values, by planning and writing a well-developed contrast paragraph. <b>(RI.5.1, RI.5.3, W.5.2, W.5.4, W.5.9)</b></p>	<p><i>Thunder Rolling in the Mountains</i> Chapters 1-3</p> <p><i>A Landscape of History</i> (film clip)</p>	<p><b>KNOW:</b> How do the film and novel build my knowledge of differing cultural beliefs and values?</p> <p><b>Launch</b> TE p. 238 <b>Learn</b> TE p. 238 <b>Land</b> TE p. 241 <b>Wrap</b> TE p. 242</p>	<p><b>EXECUTE:</b> How do I use evidence and elaboration to develop a topic statement in a contrast paragraph?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Improve writing with transition words</p> <p><b>Launch</b> TE p. 245 <b>Learn</b> TE p. 246 <b>Land</b> TE p. 247</p> <p><b>RESOURCE:</b> <b>SUW LESSONS &amp; TOOLS</b> <b>SUW E2-50</b> Using Transition Words for Different Purposes pp. 204-206 Tools E2-50a and 50b</p>



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	Add appropriate transition words to sentences to signal a comparison or contrast between ideas. <b>(W.5.2.c, L.5.6)</b>				
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<b>SOCIAL STUDIES</b> Correlation to MODULE 1 Lesson 13-16			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS</b>	<b>TASK(S)/QUESTIONING/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>H.12.5.1</b> Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital, and print sources</p> <p><b>H.12.5.2</b> Compare characteristics (food dwellings, culture, beliefs, land use, clothing) of major pre-Columbian groups in N. America using variety of sources</p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p><b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within the early Americas through the 1820's using geographic representations of different scales</p> <p><b>G.8.5.2</b> Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations</p> <p><b>G.8.5.3</b> Synthesize information from a variety of sources to construct maps and</p>	<p><b>Unit: Land and the People Before Columbus</b></p> <p><b>Essential Question(s):</b>            How and why did American Indian cultural regions differ?</p> <p><b>Supporting Question(s):</b>            How did the environment influence the food, clothing, shelter, or culture of different Native American groups?            How did natural resources influence the settlement of early Native American groups?</p> <p><b>Skills:</b> Compare and Contrast</p> <p><b>Vocabulary:</b> artifact, cultural region, culture, gorge, mesa, nomadic</p> <p><b>Instructional Routines:</b>            Notice and Wonder</p>	<p><b>TCI Lesson 3 American Indian Cultural Regions</b> Sections 4-6: Southwest, Plateau, Great Plains</p> <p><b>Pre-Columbian Document Based Questions:</b></p> <p><a href="#">The Land and Early People DBQ</a></p> <p><b>Additional Resources/Lessons</b>  <a href="#">Three Sisters Lesson</a>---Introduce 2 types of texts to <b>compare &amp; contrast</b>. This lesson gives information about the use of corn, beans, &amp; squash as staples. (Optional connection to math-Native American Garden using Distributive Property).</p>	<p>Unit Writing Assessment for end of Lesson 3:  <a href="#">Pre-Columbian Research Writing Prompt</a></p> <p>Multimedia Project - Students can use technology to create a PowerPoint or Prezis that <b>compare and contrast</b> the Native American groups and their environment. Publish at the end of lesson 3.  <a href="#">Rubric</a></p> <p>TCI Lesson Assessment            TCI Lesson Game</p>



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<p>other geographic representations  <b>G.9.5.3</b> Analyze ways climate &amp; environmental characteristics influenced where groups lived &amp; how they adjusted to the environment  <b>G.10.5.1</b> Examine relationships between human settlements and movements &amp; the location &amp; use of natural resources in the early Americas</p>	<p>Think-Pair-Share          Graffiti Wall</p>		
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<p><b>MODULE 1</b>  <b>LESSONS 17-20</b>  <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?</b></p>
<p><b>STAGE 1—DESIRED RESULTS</b></p>
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>

<p><b>READING FOCUS STANDARDS</b>  <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.5.2</b> Examine a grade-appropriate literary text. Provide a summary. 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 and how the speaker in a poem reflects upon a topic.  <b>RL.5.3*</b> Compare and contrast two or more characters, settings, or events in a</p>	<p><b>WRITING FOCUS STANDARDS</b>  <b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase information in notes and finished work. Provide a list of sources.  <b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.</p>	<p><b>SPEAKING/LISTENING FOCUS STANDARDS</b>  <b>SL.5.1</b> Engage effectively in a range of collaborative discussions one-on-one, in groups, or teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.  <b>SL.5.2</b> Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).  <b>SL.5.6</b> Adapt speech to a variety of</p>	<p><b>LANGUAGE FOCUS STANDARDS</b>  <b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.  <b>L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase  <b>L.5.4.c</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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<p>story or drama, drawing on specific details in the text (e.g., how characters interact).  <b>RL.5.7</b> Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  <b>RL.5.9*</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>contexts and tasks, using formal <i>English</i> when appropriate to task and situation.</p>	<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.  <b>L.5.5.a</b> Interpret figurative language in context, including but not limited to, similes and metaphors.</p>
<p align="center"><b>READING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>RL.5.1</b>  I can quote from text when explaining my understanding of what the text says  I can quote from text when drawing inferences from the text</p> <p><b>RL.5.2</b>  I can identify the theme of any text from its details.  I can recognize how characters respond to challenges in a story or drama.  I can summarize the text.  I can determine how a speaker in a poem reflects on a topic.</p> <p><b>RL.5.3</b>  I can use language skills to write, read, speak, or listen.  I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p><b>RL.5.7</b></p>	<p align="center"><b>WRITING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>W.5.8</b>  I can gather relevant information from a variety of sources. (e.g. personal experiences, print and digital sources)  I can summarize or paraphrase information in notes and my finished work.  I can provide a list of sources.</p> <p><b>W.5.9</b>  I can locate and write specific details from literature to support my ideas.  I can locate and write facts from informational text to support my ideas.</p>	<p align="center"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>SL.5.1</b>  I can come to a discussion prepared and follow agreed upon rules.  I can explicitly draw upon my preparation to explore a topic during discussion.  I can pose and respond to questions during a discussion.  I can contribute and elaborate to ideas during in discussion.  I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.2</b>  I can summarize information from a story that is read to me.  I can summarize information that I see in a video or hear from a recording.</p> <p><b>SL.5.6</b>  I can decide how I should speak (formally or informally) in a given situation.  I can use what I know about grammar and</p>	<p align="center"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>L.5.4</b>  I can decide the correct meaning of a multiple-meaning word or unknown word.  I can look in the passage for cause/effect relationships or comparisons of the word to things I know using Greek and Latin affixes and roots as clues.  I can find the word in a print or online dictionary, glossary, or thesaurus and deciding which of the definitions fits the way my word is used in a sentence.  definitions fits the way my word is used in a sentence.</p> <p><b>L.5.5</b>  I can identify figurative language.  I can interpret the meaning of figurative language.  I can recognize and explain the nonliteral meaning of idioms, adages, and proverbs.  I can determine the relationships between</p>



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<p>I can explain how photographs contribute to the tone, meaning or beauty of a text. I can explain how audio contributes to the tone, meaning or beauty of a text. I can explain how illustrations contribute to the tone, meaning or beauty of a text. I can explain how animation or video contribute to the tone, meaning or beauty of a text. <b>RL.5.9</b> I can compare two or more stories of the same genre. I can contrast two or more stories of the same genre.</p>		<p>the English language to speak in a way that fits the situation</p>	<p>synonyms, antonyms, homophones, and homographs.</p>
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**ELP STANDARDS**  
The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

<b>STAGE 2 ASSESSMENT EVIDENCE- REQUIRED</b>
<p>Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module <b>FOCUS STANDARDS</b>. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.</p>
<p><b>NO ASSESSMENTS SPECIFIC TO LESSONS 17-20</b> <b>END OF MODULE TASK</b> Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. <a href="#">EOM Task</a>.</p>
<p><b>STAGE 3- LEARNING ACTIVITIES</b> <b>MODULE 1</b> <b>LESSONS 17-20</b> <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?</b></p>
<p><b>VOCABULARY:</b> portrait, chieftain, warrior, heed, obey, protest, defied, truce, “plain words”, “speak with two tongues”, <b>TRM vocab:</b> hailstorm, protest, cudgel, scavengers, ravine, roach haircut, breechcloths, quarrelsome, stampeded, rawhide, warily, mouse Mush, Cama root, cradleboards, torrent, defied, flageolets, brave, bootlegger, scalped, flinch, carbine,</p>



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scout, cunning, butte, summit, barricade

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.
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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<b>L17</b>  <b>Lesson at a Glance</b> <b>TE p. 248</b>	Analyze two portraits to explain how leadership qualities are conveyed. <b>(RL.5.1 RL.5.9)</b>	<i>Thunder Rolling in the Mountains</i> Page 7  <i>Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait, Facing Front</i> by E.A. Burbank  <i>The White Cloud, Head Chief of the Iowas</i> , by George Catlin  <i>Portrait of George Washington</i> by Gilbert Stuart	<b>REVEAL:</b> What does a deeper exploration of portraits reveal about leadership?  <b>Launch</b> TE p. 250 <b>Learn</b> TE p. 250 <b>Land</b> TE p. 256 <b>Wrap</b> TE p. 257	N/A	N/A
<b>L18</b>  <b>Lesson at a Glance</b> <b>TE p. 260</b>	Analyze how characters' words and actions in <i>Thunder Rolling in the Mountains</i> reveal their beliefs and values, and explain how these beliefs and values guide the characters' actions in the	<i>Thunder Rolling in the Mountains</i> Chapters 1-3	<b>REVEAL:</b> What does a deeper exploration of characters reveal in the novel?  <b>Launch</b> TE p. 262 <b>Learn</b> TE p. 263 <b>Land</b> TE p. 269	<b>EXECUTE:</b> How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<b>DEEP DIVE: VOCABULARY</b> Interpret figurative language  <b>Launch</b> TE p. 271 <b>Learn</b> TE p. 272 <b>Land</b> TE p. 273



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	novel. (RL.5.1, W.5.9.a)  Explain and interpret the meaning of figurative language from the novel. (L.5.5.a)		<b>Wrap</b> TE p. 269		
<p align="center"><b>L19</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 276</p>	Contrast the characters' arguments for and against leaving Wallowa, analyzing their reasons in favor of and risks associated with their arguments. (RL.5.3)  Analyze how characters' words and actions in <i>Thunder Rolling in the Mountains</i> reveal their important beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel. (RL.5.1) Collaboratively develop preliminary definitions and clarify the precise meaning using the dictionary. (L5.4.c)	<i>Thunder Rolling in the Mountains</i> Chapters 4-5	<b>REVEAL:</b> What does a deeper exploration of characters' words reveal in the novel?  <b>Launch</b> TE p. 278 <b>Learn</b> TE p. 278 <b>Land</b> TE p. 283 <b>Wrap</b> TE p. 284	<b>EXECUTE:</b> How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<b>DEEP DIVE: VOCABULARY</b> Develop and clarify word meanings  <b>Launch</b> TE p. 286 <b>Learn</b> TE p. 286 <b>Land</b> TE p. 287
<p align="center"><b>L20</b></p>	Summarize key events in the novel based on key details in the text and on	<i>Thunder Rolling in the Mountains</i> Chapters 6-8	<b>REVEAL:</b> What does a deeper exploration of the map in the novel reveal?	<b>EXECUTE:</b> How do I gather and elaborate on evidence to prepare for	<b>DEEP DIVE: VOCABULARY</b> Explore nuances of the



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p><b>Lesson at a Glance</b>  <b>TE p. 290</b></p>	<p>the “Route of the Nez Perce” map. <b>(RL.5.1, RL.5.2, RL.5.7)</b></p> <p>Analyze how details in <i>Thunder Rolling in the Mountains</i> reveal characters’ important beliefs and values, and explain how these beliefs and values guide the characters’ actions in the novel. <b>(RL.5.1, W.5.9.a)</b></p> <p>Demonstrate understanding of the nuances of the word <i>truce</i>. <b>(L.5.4.a)</b></p>		<p><b>Launch</b> TE p. 292  <b>Learn</b> TE p. 292  <b>Land</b> TE p. 297  <b>Wrap</b> TE p. 298</p>	<p>Focusing Question Task 5?</p>	<p>word <i>truce</i></p> <p><b>Launch</b> TE p. 300  <b>Learn</b> TE p. 300  <b>Land</b> TE p. 301</p>

SOCIAL STUDIES			
Correlation to MODULE 1 Lesson 17-20			
STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<p><b>H.12.5.1</b> Develop claims about pre-Columbian societies in North America by analyzing artifacts, artwork, charts, graphs, digital, and print sources</p> <p><b>H.12.5.2</b> Compare characteristics (food dwellings, culture, beliefs, land use, clothing) of major pre-Columbian groups in N. America using variety of sources</p> <p><b>E.4.5.1</b> Explain ways trade-offs have</p>	<p><b>Unit: Land and the People Before Columbus</b></p> <p><b>Essential Question (s):</b>            How and why did American Indian cultural regions differ?</p> <p><b>Focus Question(s):</b>            How did the environment influence the</p>	<p><b>TCI Lesson 3 American Indian Cultural Regions</b> Sections 7-8: Eastern Woodland and Southeast</p> <p><b>Pre-Columbian Document Based Questions:</b>  <a href="#">The Land and Early People DBQ</a></p> <p>Continue creation of timeline to include the</p>	<p>Unit Writing Assessment for end of Lesson 3:  <a href="#">Pre-Columbian Research Writing Prompt</a></p> <p>Multimedia Project - Students can use technology to create a PowerPoint or Prezis that compare and contrast the Native American groups and their environment. Publish at the end of</p>



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<p>allowed societies to get the most out of scarce resources  <b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within the early Americas through the 1820's using geographic representations of different scales  <b>G.8.5.2</b> Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations  <b>G.8.5.3</b> Synthesize information from a variety of sources to construct maps and other geographic representations  <b>G.9.5.3</b> Analyze ways climate &amp; environmental characteristics influenced where groups lived &amp; how they adjusted to the environment  <b>G.10.5.1</b> Examine relationships between human settlements and movements &amp; the location &amp; use of natural resources in the early Americas</p>	<p>food, clothing, shelter, or culture of different Native American groups?  How did natural resources influence the settlement of early Native American groups?    <b>Skills:</b> Sequence Events and Summarizing    <b>Vocabulary:</b> division of labor, palisade, longhouse, wampum, confederation, wigwam    <b>Instructional Routines:</b>  Notice and Wonder  Think-Pair-Share  Examine Maps (Wit and Wisdom L20)</p>	<p>Native American time period in Wit and Wisdom.    Connect to Wit and Wisdom Lesson 20; examine maps of the American Indian cultural regions in TCI.</p>	<p>lesson 3.  <a href="#">Rubric</a>    TCI Lesson Assessment  TCI Lesson Game</p>
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**MODULE 1**  
**LESSONS 21-24**  
**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**  
**WRITING: INFORMATIONAL/EXPOSITORY**



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**FOCUS QUESTION: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?**

**STAGE 1- DESIRED RESULTS**

**FOCUS STANDARDS** are explicitly taught and practiced throughout the module. **SUPPORTING STANDARDS** are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. **CONTINUING STANDARDS** are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (\*) symbol represent the focus standards.

<b>READING FOCUS STANDARDS</b>	<b>WRITING FOCUS STANDARDS</b>	<b>SPEAKING/LISTENING FOCUS STANDARDS</b>	<b>LANGUAGE FOCUS STANDARDS</b>
<p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Examine a grade-appropriate literary text. Provide a summary. 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 and how the speaker in a poem reflects upon a topic.</p> <p><b>RL.5.3*</b> 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).</p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RF.5.4</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.</p>	<p><b>W.5.2*</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2.c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase information in notes and finished work. Provide a list of sources.</p> <p><b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.</p>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions one-on-one, in groups, or teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>L.5.4.a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.5.c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.</p> <p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.</p>
<b>READING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....	<b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....
<p><b>RL.5.1</b> I can quote from text when explaining my understanding of what the text says I can quote from text when drawing</p>	<p><b>W.5.2</b> I can write with an attention drawing beginning. I can write a middle filled with information</p>	<p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation</p>	<p><b>L.5.4.a</b> I can decide the correct meaning of a multiple-meaning word or unknown word. <b>L.5.5.c</b></p>



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<p>inferences from the text</p> <p><b>RL.5.2</b> I can identify the theme of any text from its details. I can recognize how characters respond to challenges in a story or drama. I can summarize the text. I can determine how a speaker in a poem reflects on a topic.</p> <p><b>RL.5.3</b> I can use language skills to write, read, speak, or listen. I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p><b>RL.5.4</b> I can understand the meanings of words and phrases in the text. I can identify similes and metaphors. I can understand similes and metaphors.</p> <p><b>RF.5.4</b> I can with practice, orally read prose and poetry at my grade level with accuracy. I can with practice, orally read prose and poetry at my grade level at an appropriate rate. I can with practice, orally read prose and poetry at my grade level with expression.</p>	<p>and examples.</p> <p>I can write a concluding statement that relates to the information I have given. I can write in logical order. I can connect my ideas to each other. I can use vocabulary that explains and informs about the topic.</p> <p><b>W.5.8</b> I can gather relevant information from a variety of sources. (e.g. personal experiences, print and digital sources) I can summarize or paraphrase information in notes and my finished work. I can provide a list of sources.</p> <p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from informational text to support my ideas.</p>	<p>to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.2</b> I can summarize information from a story that is read to me. I can summarize information that I see in a video or hear from a recording.</p> <p><b>SL.5.6</b> I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way that fits the situation</p>	<p>I can determine the relationships between synonyms, antonyms, homophones, and homographs.</p> <p><b>L.5.6.</b> I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)



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STAGE 2 ASSESSMENT EVIDENCE- REQUIRED					
LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>L21</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 304</p> <p><b>NEW READ</b>  <b>ASSESSMENT 2</b> Read a passage from chapter 9 of <i>Thunder Rolling in the Mountains</i>, annotating observations and questions. Then, respond to multiple-choice questions to summarize the passage, interpret figurative language, and contrast main characters. Finally, using an Evidence Organizer, explain how key evidence reveals Chief Joseph's most important beliefs and values, and how these values guide his actions in the novel. <a href="#">NR 2</a></p>	<p>Analyze a scene in chapter 9 to understand how it shows a difference in characters' beliefs. <b>(RL.5.1, RL.5.3, W.5.8)</b></p> <p>Analyze evidence of characters' beliefs and values to identify similarities and differences in characters' belief and values. <b>(RL.5.1, RL.5.3, W.5.2.b, W.5.9.a)</b></p> <p>Use the relationship between words to better understand the meaning of the verb suffer. <b>(L.5.5.c)</b></p>	<p><i>Thunder Rolling in the Mountains</i>            Chapters 9-10</p>	<p><b>ORGANIZE:</b> What is happening in the novel <i>Thunder Rolling in the Mountains</i>?</p> <p><b>Launch</b> TE p. 305  <b>Learn</b> TE p. 306  <b>Land</b> TE p. 311  <b>Wrap</b> TE p. 311</p>	<p><b>EXECUTE:</b> How do I analyze my evidence and elaboration to prepare to write a comparison-contrast essay?</p>	<p><b>DEEP DIVE:</b>  <b>VOCABULARY</b>            Use a word-line to better understand words</p> <p><b>Launch</b> TE p. 313  <b>Learn</b> TE p. 313  <b>Land</b> TE p. 314</p>
<b>L22</b>	Contrast the mood in	<i>Thunder Rolling in the</i>	<b>REVEAL:</b> What does a	<b>EXAMINE:</b> What is a	<b>DEEP DIVE:</b>



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<p style="text-align: center;"><b>Lesson at a Glance</b> <b>TE p. 318</b></p>	<p>chapters 11 and 12 and explain how events in the story cause this change in mood. <b>(RL.5.1, RL.5.3)</b></p> <p>Identify the parts of a Painted Essay and explain their purposes in the essay. <b>(W.5.2)</b></p> <p>Use context clues to infer the meanings of the words mourning, wrenched, and crooned as they relate to the mood of the text. <b>(L.5.4.a)</b></p>	<p><i>Mountains</i> Chapters 11-12</p>	<p>deeper exploration of mood reveal in the novel?</p> <p><b>Launch</b> TE p. 320 <b>Learn</b> TE p. 321 <b>Land</b> TE p. 327 <b>Wrap</b> TE p. 328</p>	<p>Painted Essay?</p>	<p><b>VOCABULARY</b> Use context clues to determine the meaning of unknown words.</p> <p><b>Launch</b> TE p. 330 <b>Learn</b> TE p. 330 <b>Land</b> TE p. 331</p>
<p style="text-align: center;"><b>L23</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> <b>TE p. 334</b></p>	<p>Compare and contrast Sound of Running Feet and the female settlers, identifying similarities and differences between them. <b>(RL.5.3)</b></p> <p>Organize sentences for supporting paragraphs of a comparison-contrast essay by topic and arrange them in order to form cohesive supporting paragraphs. <b>(W.5.2.b)</b></p> <p>Identify transition words and repetition of ideas within and between paragraphs. <b>(L.5.6,</b></p>	<p><i>Thunder Rolling in the Mountains</i> Chapters 13-14</p>	<p><b>REVEAL:</b> What does a deeper exploration of characters' interactions reveal in the novel?</p> <p><b>Launch</b> TE p. 336 <b>Learn</b> TE p. 336 <b>Land</b> TE p. 342 <b>Wrap</b> TE p. 343</p>	<p><b>EXPERIMENT:</b> How does a comparison-contrast essay work?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Examine repeated ideas</p> <p><b>Launch</b> TE p. 345 <b>Learn</b> TE p. 346 <b>Land</b> TE p. 347</p>



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	<b>W.5.2c)</b>				
<b>L24</b>	Synthesize understanding of Chief Joseph's surrender speech and reflect on its impact and central message. <b>(RL.5.2)</b>  Clarify the meaning of surrender. <b>(L.5.5.c)</b>	<i>Thunder Rolling in the Mountains</i> Chapters 14-19	<b>DISTILL:</b> What is the essential meaning of Chief Joseph's speech in <i>Thunder Rolling in the Mountains</i> ?  <b>Launch</b> TE p. 352 <b>Learn</b> TE p. 352 <b>Land</b> TE p. 357 <b>Wrap</b> TE p. 358	<b>N/A</b>	<b>DEEP DIVE:</b> <b>VOCABULARY</b> Explore the meaning of surrender  <b>Launch</b> TE p. 360 <b>Learn</b> TE p. 360 <b>Land</b> TE p. 361

<b>SOCIAL STUDIES</b>			
<b>Correlation to MODULE 1 Lesson 21-24</b>			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS</b>	<b>TASK(S)/QUESTIONING/MATERIALS</b>	<b>ASSESSMENTS</b>
<b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820's using geographic representations of different scales <b>H.12.5.3</b> Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth) <b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources <b>E.4.5.2</b> Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the	<b>Unit: Age of Exploration</b>  <b>Essential Question:</b> What did explorers take to and from the New World during the Age of Exploration?  <b>Focus Question:</b> What impact did European explorers have on the Americas?  <b>Skills:</b> Compare and Contrast  <b>Vocabulary:</b> Age of Exploration, the Americas, archaeologist, astrolabe, cash crop, explorer, New World	<b>TCI Lesson 4 How and Why Europeans Came to the New World</b> Sections: Introduction, 1-Underwater Archaeology, 2- Ocean Crossings, 3- Directions, 4- Maps, and 5- Claimed Lands	



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American Revolution, the new nation) <b>E.7.5.2</b> Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)	<b>Instructional Routines:</b> Tableau Frayer Model Content Framing Questions		
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<b>MODULE 1</b> <b>LESSONS 25-28</b> <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?</b>			
<b>STAGE 1—DESIRED RESULTS</b>			
<b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.			
<b>READING FOCUS STANDARDS</b> <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.5.2</b> Examine a grade-appropriate literary text. Provide a summary. 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 and how the speaker in a poem reflects upon a topic. <b>RL.5.3*</b> 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). <b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text,	<b>WRITING FOCUS STANDARDS</b> <b>W.5.2.a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension. <b>W.5.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>W.5.2.c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). <b>W.5.2.d</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic. <b>W.5.4*</b> Produce clear and coherent writing	<b>SPEAKING/LISTENING FOCUS STANDARDS</b> <b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i> one-on-one, in groups, or teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. <b>SL.5.2</b> Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). <b>SL.5.4</b> Report on a topic or text or present an opinion to support main ideas or <i>themes</i> . Sequencing ideas logically. Use appropriate facts. Use relevant, descriptive details. Speaking clearly at an understandable pace.	<b>LANGUAGE FOCUS STANDARDS</b> <b>L.5.5.a*</b> Interpret figurative language in context, including but not limited to, similes and metaphors. <b>L.5.6</b> Acquire and use accurately <i>grade-appropriate</i> general academic and domain-specific <i>words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.



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including figurative language such as metaphors and similes.	in which the development and organization are appropriate to task, purpose, and audience. <b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.	<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.	
<p style="text-align: center;"><b>READING STUDENT FRIENDLY LANGUAGE</b> I can....</p> <p><b>RL.5.1</b> I can quote from text when explaining my understanding of what the text says I can quote from text when drawing inferences from the text</p> <p><b>RL.5.2</b> I can identify the theme of any text from its details. I can recognize how characters respond to challenges in a story or drama. I can summarize the text. I can determine how a speaker in a poem reflects on a topic.</p> <p><b>RL.5.3</b> I can use language skills to write, read, speak, or listen. I can put sentences together or take them apart to make them easier to understand or to be more interesting.</p> <p><b>RL.5.4</b> I can understand the meanings of words and phrases in the text. I can identify similes and metaphors. I can understand similes and metaphors.</p>	<p style="text-align: center;"><b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....</p> <p><b>W.5.2</b> I can write with an attention drawing beginning. I can write a middle filled with information and examples. I can write a concluding statement that relates to the information I have given. I can write in logical order. I can connect my ideas to each other. I can use vocabulary that explains and informs about the topic.</p> <p><b>W.5.4</b> I can develop and organize my ideas to create a writing project that makes sense to others. I can write for a variety of reasons and a variety of people.</p> <p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from informational text to support my ideas.</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....</p> <p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.2</b> I can summarize information from a story that is read to me. I can summarize information that I see in a video or hear from a recording.</p> <p><b>SL.5.4</b> I can report on a topic, text, or opinion using a main idea and descriptive details. I can use appropriate facts. I can speak clearly at an even pace.</p> <p><b>SL.5.6</b> I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way</p>	<p style="text-align: center;"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....</p> <p><b>L.5.5.a</b> I can identify figurative language. I can interpret the meaning of figurative language.</p> <p><b>L.5.6</b> I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.</p>



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that fits the situation
<b>ELP STANDARDS</b> The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. <a href="#">ELP Standards – 5<sup>th</sup> Grade Correspondence</a>
<b>STAGE 2 ASSESSMENT EVIDENCE- REQUIRED</b>
Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module <b>FOCUS STANDARDS</b> . It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.
<b>Lesson 26</b> <b>FOCUSING QUESTION TASK 5</b> Write an essay to compare and contrast Chief Joseph’s and Sound of Running Feet’s most important beliefs and values, explaining how these similar and different beliefs and values guide the characters’ actions in the novel, <i>Thunder Rolling in the Mountains</i> . <a href="#">FQT 5</a>
<b>END OF MODULE TASK</b> Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. <a href="#">EOM Task</a>
<b>STAGE 3- LEARNING ACTIVITIES</b> <b>MODULE 1</b> <b>LESSONS 25-28</b> <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?</b>
<b>VOCABULARY:</b> surrender, poverty, inadequate, betrayed, justice <b>TRM vocab:</b> malaria, inadequate, nonexistent

LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<b>L25</b>  <b>Lesson at a Glance</b> <b>TE p. 360</b>	Determine a central theme or message of <i>Thunder Rolling in the Mountains</i> by analyzing the significance of a character’s actions and reflecting on the most valuable lesson the story imparts. <b>(RL.5.1, RL.5.2)</b>  Analyze characters’ decisions and actions	<i>Thunder Rolling in the Mountains</i> Chapters 20-23	<b>DISTILL:</b> What is the essential meaning of <i>Thunder Rolling in the Mountains</i> ?  <b>Launch</b> TE p. 366 <b>Learn</b> TE p. 366 <b>Land</b> TE p. 371 <b>Wrap</b> TE p. 372	<b>EXECUTE:</b> How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<b>DEEP DIVE: STYLE AND CONVENTIONS</b> Repeated Ideas  Determine how repeated words work to connect ideas  <b>Launch</b> TE p. 374 <b>Learn</b> TE p. 374 <b>Land</b> TE p. 375



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	<p>toward the end of the novel, and explain how they reflect the characters' core beliefs and values in the novel. <b>(RL.5.1, RL.5.3, W.5.9.a)</b></p> <p>Connect ideas within and between paragraphs using repeated ideas. <b>(W.5.2.c, L.5.6)</b></p>				
<p align="center"><b>L26</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 378</p> <p><b>FOCUSING QUESTION TASK 5</b> Write an essay to compare and contrast Chief Joseph's and Sound of Running Feet's most important beliefs and values, explaining how these similar and different beliefs and values guide the characters' actions in the novel, <i>Thunder Rolling in the Mountains</i>. <a href="#">FQT 5</a></p>	<p>Drawing on knowledge from the novel and the information in the Afterword, interpret the meaning of the phrase "broken heart" and explain how Chief Joseph had his heart broken. <b>(RL.5.4, L.5.5a)</b></p> <p>Draft a thesis for an essay that states a key similarity and a key difference between Chief Joseph's and Sound of Running Feet's beliefs and values. <b>(RL.5.3, W.5.2a.)</b></p>	<p><i>Thunder Rolling in the Mountains</i> Afterword Optional: <i>A Landscape of History</i> film clip</p>	<p><b>KNOW:</b> How does the Afterword build my knowledge of the Nez Perce?</p> <p><b>Launch</b> TE p. 380  <b>Learn</b> TE p. 380  <b>Land</b> TE p. 386  <b>Wrap</b> TE p. 387</p>	<p><b>EXECUTE:</b> How do I use a thesis in my comparison-contrast essay?</p>	<p align="center"><b>N/A</b></p>



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LESSON & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p style="text-align: center;"><b>L27</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> <b>TE p. 390</b></p>	<p>Develop supporting paragraphs, using evidence and elaboration, for a comparison-contrast essay about similarities and differences between Chief Joseph's and Sound of Running Feet's beliefs and values. <b>(RL.5.1, RL.5.3, W.5.2.b, W.5.2.c, W.5.2.d, W.5.9.a, L.5.6)</b></p> <p>Integrate repeated words or phrases into original writing. <b>(W.5.2.c, L.5.6)</b></p>	<p><i>Thunder Rolling in the Mountains</i></p>	<p><b>KNOW:</b> How does <i>Thunder Rolling in the Mountains</i> build my knowledge of how beliefs and values guide people?</p> <p><b>Launch TE p. 392</b> <b>Learn TE p. 392</b> <b>Land TE p. 396</b> <b>Wrap TE p. 397</b></p>	<p><b>EXECUTE:</b> How do I develop my thesis in the supporting paragraphs of my comparison-contrast essay?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Repeated Ideas</p> <p>Use repeated words or phrases in a comparison-contrast essay</p> <p><b>Launch TE p. 399</b> <b>Learn TE p. 399</b> <b>Land TE p. 399</b></p>
<p style="text-align: center;"><b>L28</b></p> <p style="text-align: center;"><b>Lesson at a Glance</b> <b>TE p. 402</b></p>	<p>Create a well-developed essay to compare and contrast Chief Joseph's and Sound Running Feet's beliefs and values in the novel <i>Thunder Rolling in the Mountains</i>. <b>(RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9.a)</b></p> <p>Improve writing through the use of transition words and repeated words, phrases, and/or ideas. <b>(W.5.2.c, L.5.6)</b></p>	<p><i>Thunder Rolling in the Mountains</i></p>	<p><b>KNOW:</b> How does <i>Thunder Rolling in the Mountains</i> build my knowledge of how beliefs and values guide people?</p> <p><b>Launch TE p. 404</b> <b>Learn TE p. 404</b> <b>Land TE p. 408</b> <b>Wrap TE p. 408</b></p>	<p><b>EXECUTE:</b> How do I craft an introduction and a conclusion for my comparison-contrast essay?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b> Transitions and Repetition</p> <p>Use transition words and repeated words, phrases, and ideas to improve an essay</p> <p><b>Launch TE p. 410</b> <b>Learn TE p. 410</b> <b>Land TE p. 411</b></p>



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<b>SOCIAL STUDIES</b>			
<b>Correlation to MODULE 1</b>			
<b>STANDARDS &amp; LEARNING GOALS</b>	<b>FOCUS</b>	<b>TASK(S)/QUESTIONING/MATERIALS</b>	<b>ASSESSMENTS</b>
<p><b>G.8.5.1</b> Describe locations of societies and their cultural and environmental characteristics within early Americas through the 1820's using geographic representations of different scales</p> <p><b>H.12.5.3</b> Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)</p> <p><b>E.4.5.1</b> Explain ways trade-offs have allowed societies to get the most out of scarce resources</p> <p><b>E.4.5.2</b> 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><b>E.7.5.2</b> Explain effects of increasing economic interdependence on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life)</p>	<p><b>Unit: Age of Exploration</b></p> <p><b>Essential Question:</b> What did explorers take to and from the New World during the Age of Exploration?</p> <p><b>Focus Question:</b> What impact did European explorers have on the Americas?</p> <p><b>Skills:</b></p> <p><b>Vocabulary:</b> Age of Exploration, the Americas, archaeologist, astrolabe, cash crop, explorer, New World</p> <p><b>Instructional Routines:</b> Think-Pair-Share Mix and Mingle Quick Write</p>	<p><b>TCI Lesson 4 How and Why Europeans Came to the New World</b></p> <p>Sections 6- Religious Beliefs, 7-Wealth, 8-New Foods, and 9-Cash Crops</p>	<p>TCI End of Lesson Test</p> <p>TCI Lesson Game</p> <p>Note-taking chart</p>



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MODULE 1 LESSONS 29-32 <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b> <b>WRITING: INFORMATIONAL/EXPOSITORY</b> <b>FOCUS QUESTION: <i>What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?</i></b>			
STAGE 1—DESIRED RESULTS			
<p><b>FOCUS STANDARDS</b> are explicitly taught and practiced throughout the module. <b>SUPPORTING STANDARDS</b> are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. <b>CONTINUING STANDARDS</b> are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>			
<p style="text-align: center;"><b>READING FOCUS STANDARDS</b></p> <p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2*</b> Examine a <i>grade-appropriate</i> informational text. Provide a <i>summary</i>. <i>Determine the main idea of a text</i> and explain how it is supported by key details.</p> <p><b>RI.5.3*</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>RI.5.4</b> Determine the meaning of <i>general academic words</i> and <i>domain-specific words</i> and phrases in a text relevant to a Grade 5 topic or subject area.</p> <p><b>RI.5.8</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.</p>	<p style="text-align: center;"><b>WRITING FOCUS STANDARDS</b></p> <p><b>W.5.9.a</b> Apply Grade 5 Reading standards to literature.</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING FOCUS STANDARDS</b></p> <p><b>SL.5.1.b*</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.5.1.c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation</p>	<p style="text-align: center;"><b>LANGUAGE FOCUS STANDARDS</b></p> <p><b>L.5.4.b</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>L.5.5.a</b> *Interpret figurative language in context, including but not limited to, similes and metaphors.</p> <p><b>L.5.5.c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.</p>



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<p style="text-align: center;"><b>READING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>WRITING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b> I can....</p>	<p style="text-align: center;"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b> I can....</p>
<p><b>RL.5.4</b> I can understand the meanings of words and phrases in the text. I can identify similes and metaphors. I can understand similes and metaphors.</p> <p><b>RI.5.1</b> I can find evidence in the text that supports my inferences. I can find evidence in the text that supports my explanations.</p> <p><b>RI.5.2</b> I can-determine the main idea and important details of what I read. I can explain the main idea and important details of what I read. I can summarize the text.</p> <p><b>RI.5.3</b> I can understand and compare and contrast texts from different cultures and time periods. I can explain and respond to diverse, multicultural, and time period texts. I can use specific information in informational, scientific, or technical text to explain relationships or interactions found in the text. I can compare individuals, events, and concepts across texts.</p> <p><b>RI.5.4</b> I can figure out the meanings of words using a strategy that works. I can use my strategies to find meaning when reading in any subject area.</p>	<p><b>W.5.9</b> I can locate and write specific details from literature to support my ideas. I can locate and write facts from informational text to support my ideas.</p>	<p><b>SL.5.1</b> I can come to a discussion prepared and follow agreed upon rules. I can explicitly draw upon my preparation to explore a topic during discussion. I can pose and respond to questions during a discussion. I can contribute and elaborate to ideas during in discussion. I can review key ideas and knowledge gained in a discussion.</p> <p><b>SL.5.6</b> I can decide how I should speak (formally or informally) in a given situation. I can use what I know about grammar and the English language to speak in a way that fits the situation.</p>	<p><b>L.5.4.b</b> I can using Greek and Latin affixes and roots as clues.</p> <p><b>L.5.5.a</b> I can identify figurative language. I can interpret the meaning of figurative.</p> <p><b>L.5.5.c</b> I can determine the relationships between synonyms, antonyms, homophones, and homographs.</p>



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<p><b>RI.5.8</b>          I can explain how an author uses evidence (details) to support his point of view.          I can identify the reasons and evidence that supports the author's main idea.</p>			
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**ELP STANDARDS**  
 The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

<p><b>STAGE 2 ASSESSMENT EVIDENCE- REQUIRED</b></p>
<p>Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module <b>FOCUS STANDARDS</b>. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.</p>
<p><b>VOCABULARY ASSESSMENT</b> Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. <a href="#">Vocabulary Assessment</a>  <b>END OF MODULE TASK</b> Write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. <a href="#">EOM Task</a>.</p>
<p><b>STAGE 3- LEARNING ACTIVITIES</b>  <b>MODULE 1</b>  <b>LESSONS 29-32</b>  <b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION: <i>What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?</i></b></p>
<p><b>VOCABULARY:</b> justice, mis-, misinterpretations, misunderstandings, liberty</p>

LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>L29</b>   <b>Lesson at a Glance</b>  <b>TE p. 414</b></p>	<p>Explain the impact of figurative language in <i>Chief Joseph’s “Lincoln Hall Speech”</i>. (RI.5.4, L.5.5.a)           Determine the main ideas of <i>Chief Joseph’s “Lincoln Hall Speech”</i> by annotating</p>	<p><i>Thunder Rolling in the Mountain</i> page 107 and Afterword   <i>Chief Joseph’s “Lincoln Hall Speech”</i></p>	<p><b>WONDER:</b> What do I notice and wonder about figurative language and repeated words in <i>Chief Joseph’s “Lincoln Hall Speech”</i>?   <b>Launch</b> TE p. 416</p>	<p align="center">N/A</p>	<p><b>DEEP DIVE: VOCABULARY</b>          Word Meaning           Determine word meaning using etymology</p>



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
	for examples of repetition in the text. <b>(RI.5.1, RI.5.2)</b>  Use etymology of <i>justice</i> to determine the meanings of related words. <b>(L.5.4.b)</b>		<b>Learn</b> TE p. 416 <b>Land</b> TE p. 424 <b>Wrap</b> TE p. 425		<b>Launch</b> TE p. 426 <b>Learn</b> TE p. 427 <b>Land</b> TE p. 427
<b>L30</b>  <b>Lesson at a Glance</b> TE p. 430	Determine the main ideas of Chief Joseph’s “Lincoln Hall Speech” by annotating for examples of repetition and emotion in the text. <b>(RI.5.1, RI.5.2, RI.5.3)</b>  Use knowledge of the prefix mis- as a clue to determine word meaning. <b>(L.5.4.b)</b>	“Lincoln Hall Speech,” <i>Washington, D.C. January 14, 1879, Chief Joseph, Chief of the Nez Perce</i>  <i>Chief Joseph and his family, C. 1880</i>	<b>REVEAL:</b> What does a deeper exploration of repetition and emotion reveal in Chief Joseph’s “Lincoln Hall Speech”?  <b>Launch</b> TE p. 432 <b>Learn</b> TE p. 432 <b>Land</b> TE p. 437 <b>Wrap</b> TE p. 438	<b>N/A</b>	<b>DEEP DIVE: VOCABULARY</b> Prefixes  Determine word meaning using the prefix mis-  <b>Launch</b> TE p. 440 <b>Learn</b> TE p. 440 <b>Land</b> TE p. 441
<b>L31</b>  <b>Lesson at a Glance</b> TE p. 445  <b>Begin End of Module Task</b>	Identify two of the Nez Perce’s values and beliefs based on Chief Joseph’s words in his “Lincoln Hall Speech” find supporting evidence for those values, and explain the importance of the evidence. <b>(RI.5.1, RI.5.2, RI.5.3, RI.5.8, W.5.9.b)</b>  Clarify the meaning of <i>liberty</i> using context. <b>(L.5.5.c)</b>	“Lincoln Hall Speech,” <i>Washington, D.C. January 14, 1879, Chief Joseph</i>	<b>DISTILL:</b> What is the essential meaning of Chief’s Joseph’s “Lincoln Hall Speech”?  <b>Launch</b> TE p. 446 <b>Learn</b> TE p. 446 <b>Land</b> TE p. 451 <b>Wrap</b> TE p. 452	<b>EXECUTE:</b> How do I develop a thesis and draft an introduction and supporting paragraph for my End-of-Module essay?	<b>DEEP DIVE: VOCABULARY</b> Clarify  Clarify the meaning of <i>liberty</i>  <b>Launch</b> TE p. 454 <b>Learn</b> TE p. 455 <b>Land</b> TE p. 455
<b>L32</b>	Synthesize and express	“Lincoln Hall Speech,”	<b>KNOW:</b> How does Chief	<b>EXCEL:</b> How do I improve	<b>DEEP DIVE: STYLE AND</b>



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>Lesson at a Glance</b> TE p. 458</p> <p><b>SOCRATIC SEMINAR</b> Synthesize understanding of how Chief Joseph conveys important Nez Perce beliefs and values in his “Lincoln Hall Speech,” supporting ideas with specific evidence from the text. <a href="#">SS</a></p>	<p>understanding of the Nez Perce values and beliefs conveyed in <i>Chief Joseph’s “Lincoln Hall Speech.”</i> (RI.5.2, RI.5.3, SL.5.1, SL.5.1.b, SL.5.1.c, SL.5.6)</p> <p>Revise and/or develop evidence and elaboration of Nez Perce beliefs and values conveyed in <i>Chief Joseph’s “Lincoln Hall Speech,”</i> based on ideas gained from a Socratic Seminar. (RI.5.1, RI.5.2, RI.5.3, W.5.9.b)</p> <p>Identify coordinating and subordinating conjunctions and their functions. (L.5.1.a)</p>	<p><i>Washington, D.C. January 14, 1879, Chief Joseph,</i></p>	<p><i>Joseph’s “Lincoln Hall Speech”</i> build my knowledge of Nez Perce culture and their beliefs and values?</p> <p><b>Launch</b> TE p. 460  <b>Learn</b> TE p. 460  <b>Land</b> TE p. 464  <b>Wrap</b> TE p. 464</p>	<p>on speaking collaboratively in a Socratic Seminar?</p>	<p><b>CONVENTIONS</b> Conjunctions</p> <p>Identify coordinating and subordinating conjunctions and their functions</p> <p><b>Launch</b> TE p. 467  <b>Learn</b> TE p. 467  <b>Land</b> TE p. 468</p> <p><b>RESOURCES</b>  <b>SUW LESSONS &amp; TOOLS SUW E2-24</b>            Using conjunctions pp.145-146            Tool 2-24a and 2-24b</p>

SOCIAL STUDIES Correlation to MODULE 1			
STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS



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<p><b>G.1.5.4</b> Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean</p> <p><b>G.2.5.3</b> Recognize examples of Cultural diffusion, cultural exchange, and assimilation</p> <p><b>G.3.5.1</b> Recognize factors that influence migration (e.g., employment, natural resources)</p> <p><b>H.6.5.3</b> Identify the contributions of significant individuals and explorers during the period of early exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto)</p> <p><b>H.6.5.4</b> Identify areas of the New World colonized by Spain, Great Britain &amp; France</p> <p><b>H.6.5.9</b> Describe the impact that European explorers had on the American Indian Tribes</p> <p><b>H.6.5.12</b> Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)</p>	<p><b>Unit: Age of Exploration</b></p> <p><b>Essential Question:</b></p> <p><b>Focus Question:</b></p> <p><b>Skills:</b> Main Idea</p> <p><b>Vocabulary:</b> colony, conquistador, contagious disease, East Indies, Northwest Passage</p> <p><b>Instructional Routines:</b> Socratic Seminar Annotations Frayer Model</p>	<p>Use lesson on <u>Encounter</u> to introduce the Age of Exploration. Introduce TCI Explorers Note-taking chart and read first two section in Lesson 5.</p> <p><b>Encounter</b> by Jane Yolen</p> <p><b>TCI Lesson 5 Routes of Exploration to the New World</b> Sections: Introduction and Christopher Columbus</p> <p><b>BEFORE READING:</b> Tell students that while you read, you want them to pay attention to clues in the story “Encounter” and excerpts from the journals of Columbus that reveal the perspective (ideas) that the Europeans and Natives have about the New World and their encounters with each other.</p> <p><b>DURING READING:</b> Use the lesson plan Encounter with Christopher Columbus for additional ideas for discussing different perspectives. Use <a href="#">Columbus’ journal</a> entries and the trade book <u>Encounter</u> by Jane Yolen. Read aloud, stopping to talk about the observations and inferences students are making. Read together Columbus’s journal entries that are related to the Natives. What are his thoughts/feelings?</p> <p><b>AFTER READING:</b> For Discussion - How does the story of Columbus “discovering” America change when it is told from a different point of view? Written Conversation Lesson - What Happens</p>	<p>Students will complete organizer to compare and contrast the perspectives of Christopher Columbus and a Taino Boy. <a href="#">Differing Perspectives Graphic Organizer</a></p>
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		<p>When Cultures Meet (Different Perspectives) What is the message and supporting details of this book? What are the thoughts and feelings of the Taino boy? Read the letter from the author.</p> <p><a href="#">Encounter Questions</a></p> <p><b>Optional Extensions:</b> <a href="#">Written Conversation Lesson: What Happens When Cultures Meet?</a></p> <p><a href="#">What Became of the Taino Boy?</a></p>	
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<p><b>MODULE 1</b> <b>LESSONS 33-35</b></p> <p><b>ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?</b></p> <p><b>WRITING: INFORMATIONAL/EXPOSITORY</b></p> <p><b>FOCUS QUESTION: <i>What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?</i></b></p>			
<p><b>STAGE 1- DESIRED RESULTS</b></p>			
<p><b>Focus standards</b> are <b>ASSESSED</b> formatively throughout lessons 33-35 and a summative assessment will be given at the end of Module 1. <b>Supporting standards</b> are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.</p>			

<p><b>READING FOCUS STANDARDS</b> <b>RI.5.1</b> Quote accurately from a text when</p>	<p><b>WRITING FOCUS STANDARDS</b> <b>W.5.2</b> Write informative/explanatory texts</p>	<p><b>SPEAKING/LISTENING FOCUS STANDARDS</b></p>	<p><b>LANGUAGE FOCUS STANDARDS</b> <b>L.5.1.a*</b> Introduce a topic or text clearly,</p>
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<p>explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.5.2*</b> Examine a grade-appropriate literary text. Provide a summary. Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.  <b>RI.5.3</b> 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).</p>	<p>to examine a topic and convey ideas and information clearly.  <b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <b>W.5.5</b> Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.  <b>W.5.9.b</b> Apply Grade 5 Reading standards to informational texts.</p>	<p>N/A.</p>	<p>state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  <b>L.5.2.d*</b> Use precise language and domain-specific words to inform about or explain the topic.  <b>L.5.3.a*</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <b>L.5.6</b> Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.</p>
<p align="center"><b>READING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>RI.5.1</b>  I can find evidence in the text that supports my inferences  I can find evidence in the text that supports my explanations.  <b>RI.5.2</b>  I can determine the main idea and important details of what I read  I can explain the main idea and important details of what I read  I can summarize the text.  <b>RI.5.3</b>  I can understand and compare and contrast texts from different cultures and</p>	<p align="center"><b>WRITING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>W.5.2</b>  I can write with an attention drawing beginning.  I can write a middle filled with information and examples.  I can write a concluding statement that relates to the information I have given.  I can write in logical order.  I can connect my ideas to each other.  I can use vocabulary that explains and informs about the topic.  <b>W.5.4</b>  I can develop and organize my ideas to create a writing project that makes sense</p>	<p align="center"><b>SPEAKING/LISTENING STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p>N/A</p>	<p align="center"><b>LANGUAGE STUDENT FRIENDLY LANGUAGE</b>  <b>I can....</b></p> <p><b>L.5.1.a</b>  I can identify and use conjunctions in sentences.  <b>L.5.2.d</b>  I can correctly use underlining, quotation marks, or italics when I am writing the title of works.  <b>L.5.3.a</b>  I can use language skills to write, read, speak, or listen.  I can put sentences together or take them apart to make them easier to understand or to be more interesting.  <b>L.5.6</b></p>



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<p>time periods. I can explain and respond to diverse, multicultural, and time period texts. I can use specific information in informational, scientific, or technical text to explain relationships or interactions found in the text. I can compare individuals, events, and concepts across texts.</p>	<p>to others. I can write for a variety of reasons and a variety of people. <b>W.5.5</b> I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. <b>W.5.9</b> I can locate and write specific details from literature to support my ideas I can locate and write facts from informational text to support my ideas.</p>		<p>I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.</p>
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**ELP STANDARDS**

The ELP Standards highlight what students do with language to accomplish content-specific tasks and language forms (vocabulary, style and conventions, and discourse) which are needed by ELLs as they develop competence in the practices associated with English language arts. [ELP Standards – 5<sup>th</sup> Grade Correspondence](#)

**STAGE 2 ASSESSMENT EVIDENCE- REQUIRED**

Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module **FOCUS STANDARDS**. It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned.

**END OF MODULE TASK** Write an informative/explanatory essay to explain how *Chief Joseph's "Lincoln Hall Speech"* conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech. [EOM Task](#).

**VOCABULARY ASSESSMENT** Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. [Vocabulary Assessment](#)

**STAGE 3- LEARNING ACTIVITIES**

**LESSONS 33-35**

**ESSENTIAL QUESTION: HOW DO CULTURAL BELIEFS AND VALUES GUIDE PEOPLE?**

**WRITING: INFORMATIONAL/EXPOSITORY**

**FOCUS QUESTION: *What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"?***

**VOCABULARY** N/A Assessment at end of lesson 35

**SMALL GROUP/INDEPENDENT/LITERATURE DISCUSSION GROUPS**

Differentiated Volume of Reading	Tier 2 Just Words intervention for students who need additional decoding and spelling instruction.	Small group with appropriate text based on student need.	Extended independent reading from Appendix D from Wit and Wisdom Module unit topics.
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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>L33</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 470</p>	<p>Synthesize understanding of Nez Perce values from Chief Joseph’s “<i>Lincoln Hall Speech</i>” in preparation for writing. (RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5, W.5.9.b)</p> <p>Combine and expand sentences using conjunctions. (L.5.1.a, L.5.3.a)</p>	<p>“<i>Lincoln Hall Speech,</i>” <i>Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce</i></p>	<p><b>KNOW:</b> How does Chief Joseph’s “<i>Lincoln Hall Speech</i>” build my knowledge of what is most important and valued in Perce culture?</p> <p><b>Launch</b> TE p. 472  <b>Learn</b> TE p. 473  <b>Land</b> TE p. 477  <b>Wrap</b> TE p. 477</p>	<p><b>EXECUTE:</b> How do I develop a thesis and draft an introduction and supporting paragraph for my End-of-Module essay?</p>	<p><b>DEEP DIVE: STYLE AND CONVENTIONS</b>            Conjunctions            Combine and expand sentences using conjunctions  <b>Launch</b> TE p. 479  <b>Learn</b> TE p. 479  <b>Land</b> TE p. 480</p> <p><b>RESOURCES</b>  <b>SUW LESSONS &amp; TOOLS SUW E2-24</b>            Using conjunctions pp.145-146            Tool 2-24a and 2-24b</p>
<p align="center"><b>L34</b></p> <p align="center"><b>Lesson at a Glance</b> TE p. 482</p>	<p>Synthesize understanding of Nez Perce values from Chief Joseph’s “<i>Lincoln Hall Speech</i>” to draft an essay. (RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5, W.5.9.b)</p>	<p>“<i>Lincoln Hall Speech,</i>” <i>Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce</i></p>	<p><b>KNOW:</b> How does Chief Joseph’s “<i>Lincoln Hall Speech</i>” build my knowledge of important Nez Perce beliefs and values?</p> <p><b>Launch</b> TE p. 483  <b>Learn</b> TE p. 484  <b>Land</b> TE p. 489  <b>Wrap</b> TE p. 490</p>	<p><b>EXCEL:</b> How do I improve on elaboration in my End-of-Module essay?</p>	<p>Combine and expand sentences using conjunctions</p> <p><b>Launch</b> TE p. 491  <b>Learn</b> TE p. 491  <b>Land</b> TE p. 492</p> <p><b>RESOURCES</b>  <b>SUW LESSONS &amp; TOOLS SUW E2-24</b>            Using conjunctions pp.145-146            Tool 2-24a and 2-24b</p>
<p align="center"><b>L35</b></p>	<p>Revise essay draft using a</p>	<p>“<i>Lincoln Hall Speech,</i>”</p>	<p><b>KNOW:</b> How does Chief</p>	<p><b>EXCEL:</b> How do I improve</p>	<p><b>DEEP DIVE: STYLE AND</b></p>



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LESSONS & ASSESSMENT	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING QUESTION READING	CRAFT QUESTION WRITING	DEEP DIVE VOCABULARY/ STYLE & CONVENTIONS
<p align="center"><b>Lesson at a Glance</b> TE p. 494</p> <p><a href="#">Vocabulary Assessment</a></p>	<p>revision checklist to strengthen ideas. <b>(W.5.2, W.5.5)</b></p> <p>Synthesize understanding of Nez Perce values from Chief Joseph’s “Lincoln Hall Speech” by creating a final essay draft. Combine, reduce, and expand sentences using prepositional phrases and conjunctions to add variety; punctuate and capitalize titles correctly and use appropriate transitions to signal comparison/contrast. <b>(L.5.1.a, L.5.3.a, L.5.2.d, L.5.6)</b></p>	<p><i>Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce</i></p>	<p>Joseph’s “Lincoln Hall Speech” build my knowledge of important Nez Perce beliefs and values?</p> <p><b>Launch</b> TE p. 496  <b>Learn</b> TE p. 496  <b>Land</b> TE p. 498  <b>Wrap</b> TE p. 499</p>	<p>my writing for a final draft of my End-of-Module essay?</p>	<p><b>CONVENTIONS</b> Revise and Edit</p> <p>Revise and edit an essay</p> <p><b>Launch</b> TE p. 500  <b>Learn</b> TE p. 500  <b>Land</b> TE p. 500</p> <p><b>RESOURCES</b>  <b>SUW LESSONS AND TOOLS</b>  <b>E2-12</b> Revising pp.121-122 Tools E2-12a  <b>E2-13</b> Editing and Proofreading, pp.123-124 Tools 2-13a-e</p>

SOCIAL STUDIES FOR Correlation to MODULE 1			
STANDARDS & LEARNING GOALS	FOCUS	TASK(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<p><b>G.1.5.4</b> Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great</p>	<p><b>Unit: Age of Exploration</b></p> <p><b>Essential Question:</b> How did exploration</p>	<p><b>Lesson 5 Routes of Exploration to the New World</b></p> <p><b>Sections:</b> John Cabot and Juan Ponce de</p>	<p><b>Writing Prompt:</b> Think of your favorite meal. What ingredients are from the New World? What ingredients would you not</p>



**MODULE 1**  
**5<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content**

<p>Lakes, Gulf of Mexico, Pacific Ocean  <b>G.2.5.3</b> Recognize examples of Cultural diffusion, cultural exchange, and assimilation  <b>G.3.5.1</b> Recognize factors that influence migration (e.g., employment, natural resources)  <b>H.6.5.3</b> Identify the contributions of significant individuals and explorers during the period of early exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto)  <b>H.6.5.4</b> Identify areas of the New World colonized by Spain, Great Britain &amp; France  <b>H.6.5.9</b> Describe the impact that European explorers had on the American Indian Tribes  <b>H.6.5.12</b> Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)</p>	<p>of the Americas lead to settlement?</p> <p><b>Focus Question:</b> What happens when cultures collide?</p> <p><b>Skills:</b> Main Idea</p> <p><b>Vocabulary:</b> colony, conquistador, contagious disease, East Indies, Northwest Passage</p> <p><b>Instructional Routines:</b>  Socratic Seminar  Annotations  Frayer Model</p>	<p>Leon</p> <p>Continue note-taking chart</p> <p><b>Columbian Exchange Activity:</b>  Use the following activities &amp; resources to collect information on positive &amp; negative consequences of Columbian Exchange  <a href="#">Columbian Exchange Fact Sheet Document 5</a>: Diagram of the Columbian Exchange—Focus on Question # 2  <b>DURING READING</b> <a href="#">Background Columbian Exchange</a>  <i>What were some of the positive and negative consequences of the Columbian Exchange for both the New World and the Old World? Create a graphic organizer to collect evidence. How will you differentiate between the Old World and New World in your graphic organizer? i.e. Color code consequences for Old World (blue) and New World (red)</i>  <i>Have students work in small groups to pose &amp; answer questions about the beneficial &amp; negative aspects of Columbian Exchange.</i>  <a href="#">Great Exchange Animals</a> Lesson  Students will use <a href="#">Larry's Pizza menu</a> to identify ingredients of pizzas as either New World or Old World Pizza  <a href="#">Article about History of Old World Food-Great Exchange Dinner Menu</a></p> <p><b>Additional Resources:</b> Use activities below to discuss some of the effects on early exploration. Time for Encounter DBQ</p>	<p>have from the Old World had Columbus not began exploration of the Americas?</p>
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		<p>can also be used to discuss cause and effect relationships.</p> <p><a href="#">Document 2</a>: Chart of Early Explorers (Main Reason for Claiming Territory states cause(s) for exploration. Have students identify effects as they read about explorers&gt; Complete chart.)</p> <p><a href="#">Document 3</a>: Excerpt from Report of Marcos de Niza—Focus on Question # 2</p> <p><a href="#">Creating a Map of an Explorer’s Route Lesson</a></p> <p><a href="#">Map of the Journey</a></p> <p><a href="#">Timeline Lesson</a></p> <p><a href="#">Timeline Graphic Organizer</a></p> <p><a href="#">Brief Biographical Information Explorers Content: The Mariners’ Museum – Exploration Through the Ages</a></p>	
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