Week At A Glance ExLL Model

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| Unit: 5  Week: 6  End Civil WAR | | Focus Standards:  RL.5. 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., a graphic novel, multimedia presentation of fiction, folktale, myth, [and] poem).  RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifving which reasons and evidence support which point(s).  RF.5.4: Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  W.5.5: With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figurative language, including similes and metaphors, in context.  Recognize and explain the meaning of common idioms, adages, and proverbs.  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | |
| Student Objectives:  Compare similarities and differences between two exemplar texts-  Respond to poetry, prose, and informational text in writing and in class discussions.  Explain how poetry is used within prose.  Discuss how illustrations in Alice in Wonderland and/or The Little Prince play a role in telling the story.  Recite poetry for classmates-original and parody versions.  Continue defining relationships between words (e.g., exploration, explorer, exploratory; character, characterization, characterize).  Interpret figurative language, including similes and metaphors.  Research and report on an explorer.  Write exploration story of their own | | | | | | |
| **Terminology:**  metaphor  nonsense literature  paradox  parody  soliloquy  style  symbol | | | | **Comprehension Strategy**: Drawing inferences, creating mental images, activating background knowledge, cause and effect  **Genre Focus**: Expository Text or Historical Fiction | | |
| Read Aloud | Shared Reading | | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading | Word Work |
| -HM Expeditions Reading pg 523-541 | -HM Chapter 14 pg 492-529  -HM Reading Expeditions  Pg 498 | | “Sitting Bull, Warrior of the Sioux”  “Our Journey West”  “The Railroad”  -Leveled Library | | Little House on the Prairie Series | WTW  **List will help you when we sort words by prefix, suffix, root words, meaning, etc. How do word relationships (e.g., civil, civilization, and civilian) help us understand the meaning of the words, while the prefixes and suffixes affect the part of speech and spelling?** |
| Interactive Writing/Edit | Independent Writing | | Vocabulary | | Assessment/Rubrics | Technology |
| Final Drafting of the Research Paper | -HM pg 502-503  -HM pg 512-513  -HM pg 528-529  Publishing | | -HM  -LBD | | -HM Chapter 14 Assessment | See Week 4  Continue movie  “BLUE AND THE GRAY” |