



BLUE VALLEY CURRICULUM & INSTRUCTION  
 English Language Arts | Fifth Grade  
 Reading



Unit #: 7

**Government and Citizenship – Foundations of Freedom**

**essential skills and content**

<b>Overview</b>	<p>In unit 7, students will be learning the social studies concepts of building a democracy, forming a government, writing the Constitution, making laws, ensuring the rights of citizens, and adapting to change.</p> <p>Time Frame-4 weeks</p>	
<b>Essential Questions</b>	<p>How do I visualize to enhance my comprehension? (taught unit 4)          How do I determine important information? (taught unit 1)          How do I distinguish the difference between fact and opinion? (taught unit 2)          How do I identify the main idea and important details in a text? (taught unit 2)          How do I monitor my comprehension? (taught unit 3)          How does determining the author’s purpose help me understand what I’m reading? (taught unit 1)          How does comparing and contrasting enhance my comprehension? (taught unit 3)          How do I ask and answer questions to enhance my comprehension? (taught unit 3)</p>	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b>Comprehension skill</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and details (RI.5.2)</li> <li>• Distinguish fact and opinion (RI.5.1)</li> <li>• Determine Author’s Purpose (RL.5.6)</li> <li>• Compare and Contrast (RL.5.3) (RL.5.9) (RI.5.5)</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Synonyms (L.5.5c)</li> <li>• Context Clues (RI.5.4) (L.5.4a) (RF.5.4c)</li> <li>• Determine Word Relationships (L.5.5)</li> </ul>	<p><b>KCCRS Skills; More depth needed:</b></p> <ul style="list-style-type: none"> <li>• Foreshadowing</li> </ul>

	<p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Visualize</li> <li>• Determine Important Information (RI.5.7) (RL.5.2)</li> <li>• Monitor Comprehension</li> <li>• Ask/Answer Questions (RI 5.1)</li> </ul> <p><b>Word study and phonics</b></p> <ul style="list-style-type: none"> <li>• Prefixes that tell amount: equi-, multi-, omni-, pan-, poly- (RF.5.3a)</li> <li>• Contractions-have, had, would, not (L.5.1)</li> <li>• Prefixes: in-, un-, dis-, mis-, com-, con-, pre-, pro- (RF.5.3a)</li> <li>• Suffixes: -ent, -ant, -able, -ible, -ion (RF.5.3a)</li> </ul>	
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balanced assessment		
COMPONENT	REQUIRED	SUGGESTED
Formative Assessment		Weekly Unit Assessments Differentiated Unit Test Running Records (RF.5.4)
Summative Assessment		Weekly Unit Assessments Differentiated Unit Test
District-Wide Common Assessment		

learning experiences		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>LEAD 21</p> <ul style="list-style-type: none"> <li>• Whole Group</li> <li>• Guided Reading Groups (SL.5.1)</li> </ul> <p>Close reading-2 to 3 times/week</p>	<p>Articles to match theme:</p> <ul style="list-style-type: none"> <li>• *Toolkit Texts (6-7 grade) <ul style="list-style-type: none"> <li>○ Freedom to Learn</li> <li>○ Stealing Freedom on the Underground Railroad</li> <li>○ All Abroad the Underground Railroad</li> </ul> </li> <li>• *Time for Kids</li> <li>• *Scholastic News</li> <li>• *National Geographic Kids</li> </ul> <p>*Items that can be purchased by building</p>

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		
Technology / Media	LEAD 21 <ul style="list-style-type: none"> <li>Virtual field trip</li> <li>Vocab games</li> <li>Online assessments</li> </ul>	<ul style="list-style-type: none"> <li>SMART resources</li> <li>EDMODO</li> <li>*Discovery Education</li> <li>*Study Island</li> <li>*Brain Pop</li> <li>*Book Flix</li> <li>*IXL</li> <li>Read Naturally-See Reading Specialist</li> </ul> <p>*Items that can be purchased by building</p>
Differentiation / Intervention	Differentiated leveled groups Reading Specialist Literacy Centers	<ul style="list-style-type: none"> <li>LEAD 21-online coach</li> </ul>

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
Inquiry	Inquiry process (SL.5.4, SL.5.5, SL.5.6) 21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>Research</li> <li>Collaboration</li> </ul>	Inquiry process <ul style="list-style-type: none"> <li>Note taking/paraphrasing- (SL.5.2), (SL.5.3)</li> <li>Research/key word search- (RI.5.9)</li> <li>Collaboration- (SL.5.1), (SL.5.1a-d)</li> <li>Presentation- (SL.5.5), (SL.5.6)</li> </ul> <p>Possible Inquiry Questions:</p> <ul style="list-style-type: none"> <li>How does our legal system protect ordinary citizens?</li> <li>How is a democratic government run? How are laws made and enforced?</li> <li>When it was first created, how did the Constitution compare with the governing documents for other nations?</li> <li>How are nondemocratic governments similar to democratic governments? How are they different?</li> </ul>

COMPONENT	REQUIRED	SUGGESTED
		Presentation Ideas: <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Prezi</li> <li>• Brochure</li> <li>• Presentation Share</li> </ul>