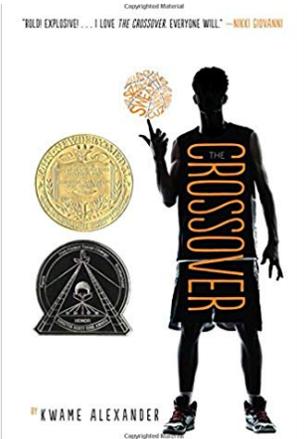


FirstLine Schools 5th Grade ELA

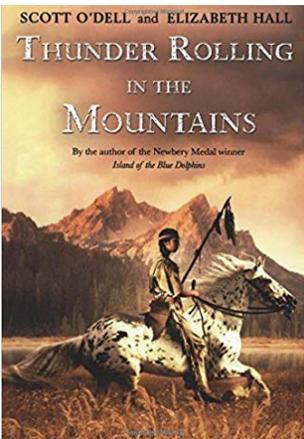
What will my student learn this year?



Module 1:

“Sport has the power to change the world....It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers.” Nelson Mandela, First Laureus World Sports Awards, 2000.

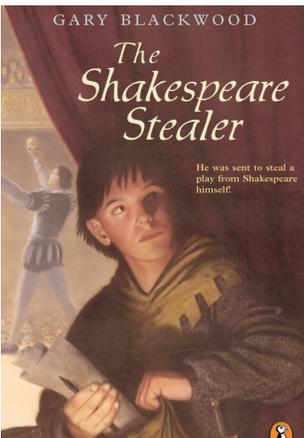
History is full of examples of individual athletes, coaches, and teams who have overcome adversity and challenged barriers of race, gender, culture, and class. This module explores the power that sports and individual athletes have to tear down social barriers and strengthen individuals and communities. The module challenges students to think about the capacity of individual athletes and teams to break social barriers.



Module 2:

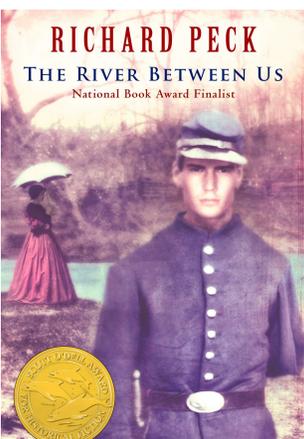
In this module, students are introduced to a heartbreaking and tumultuous period of American history: the forced eviction of the Nez Perce from their homeland on the Great Plains to a U.S. government reservation in the 1870s. To study this conflict, students close read fictional texts, informational articles, and historical documents. Together, students consider how beliefs and values impact actions and communication, analyzing each text for the point of view it reflects.

The title, “Whose Home” reflects the question of who the land belonged to. The Nez Perce had lived there for thousands of years without concepts such as deeds or individual ownership of property. The early American settlers had been promised and by the U.S. government in exchange for homesteading. The U.S. government, which first promised the land to the Nez Perce in a treaty, ultimately changed the terms of that treaty.



Module 3:

The central focus of this module is *The Shakespeare Stealer*, a highly engaging historical novel set in Elizabethan England. The essential question puts the lens squarely on identity and growth. Students can easily relate to these themes and to the text’s 14-year-old protagonist, even across time and place to 17th century England. This module also introduces students to Shakespeare to inform future literature study.



Module 4

“This was something Grandma Tilly couldn’t understand—how war promises a boy it can make a man out of him.” from *The River Between Us*, by Richard Peck

How can war promise anything good? How might it create opportunities for different individuals? How are different people affected differently by war? Can good people behave badly? Can “bad” people still behave kindly? Students examine these questions in module 4 as they read about the Civil War from the various perspectives of young soldiers, freed and enslaved African Americans, and a young woman who nearly loses her twin brother to the war.

Supporting your student in their English Language Arts Class

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Wondering where to start? Try some of these question stems!

Helping students support their ideas with evidence

- Why did the author write this? What evidence supports your idea?
- What quote from the text is the best evidence to show _____?
- What specific details from the text tell you where and when the story takes place?

Learning to summarize what they have read and determine central ideas

- What happened at the beginning, middle, and end of the story?
- What is a summary of this story?
- What is the theme of the story? What helped you decide that this is the theme?
- Why does _____ feel (sad, angry, elated, etc.) What text clues let you know they are feeling this way?

Understanding the impact of character and setting

- How does (character) react when _____? Why do they act this way? How is this reaction different from (different character)?
- Why does (character) react differently from (character 2)? How is their perspective different?
- How does the setting impact the story? What are characters able to do because of the setting they are in?
- How would the story change if the setting were different? Can you reimagine the story in a different setting?

Supporting Vocabulary & Making meaning of words and phrases

- What does this word mean? How do you know?
- What words in the text tell how (character) feels?
- What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?
- Can you think of another word to use instead of _____?
- Why did the author choose this word?

Learning the structures of stories and non-fiction texts

- How are the parts of the story connected? How does this section/chapter help the reader understand the setting?
- How does this scene build suspense?
- How would you retell this story, including important parts from the beginning, middle, and end?
- In poetry what stanza is the most interesting to you? Why?
- Why did the author organize the story like this? How would it be different if the order were changed?

Describing point of view

- Who is telling this story? How do you know?
- Are the narrator and the author the same person? How do you know?
- What point of view is this written from?
- What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?
- How would the story be different if it was told from (character's) point of view?
- Would you have preferred the story from (third-person / first person) point of view? Why?