

**Grade 5 English Language Arts
Unit 1**

Subject(s)	Reading Language Arts
Unit of Study	Unit 1: Examining Language and Aesthetic Elements (Correlates with Writing Unit 5 – Poetry/Drama: Performance, Poetry and Drama)
Pacing	30 days (25 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.5.R.L.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening

CCR.5.SL.1 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.

Foundational Skills

CCR.5.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.5.R.L.4 DETERMINE the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCR.5.R.L.5 EXPLAIN how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCR.5.R.L.6 DESCRIBE how a narrator's or speaker's point of view influences how events are described.

CCR.5.R.L.7 ANALYZE how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCR.5.L.3.b COMPARE and CONTRAST the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CCR.5.L.5.a INTERPRET figurative language, including similes and metaphors, in context.

CCR.5.R.F.4.b READ on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**Grade 5 English Language Arts
Unit 1**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RL.4</p> <ul style="list-style-type: none"> • Word choice • Context clues • Literal and non-literal meaning • Figurative Language (e.g., metaphor, simile, personification, idiom) • Literary Devices (e.g., repetition, alliteration, rhyme, dialogue) 	<p>RL.4 USE (context clues to help determine word meanings) INTERPRET (figurative language and literary devices) DETERMINE (meaning of words and phrases)</p>	<p>3</p> <p>3</p> <p>3</p>
<p>RL.5</p> <ul style="list-style-type: none"> • Text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) • Relationships between parts of text and whole text 	<p>RL.5 EXPLAIN (how a series of chapters, scenes or stanzas fit together to provide overall structure of a story, drama or poem)</p>	<p>2</p>
<p>RL.7</p> <ul style="list-style-type: none"> • How to analyze • Visual and multimedia components • Meaning, tone and beauty 	<p>RL.7 ANALYZE (how visual and multimedia elements contribute to the meaning, tone, or beauty of a text)</p>	<p>4</p>
<p>RF.4b</p> <ul style="list-style-type: none"> • Prose and poetry • Rate • Expression • Successive readings 	<p>RF.4b READ (on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings)</p>	<p>2,3</p>

**Grade 5 English Language Arts
Unit 1**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do good readers figure out the meaning of unknown words and phrases to help deepen understanding? 2. What are visual and multimedia elements and how can they help me determine meaning and tone of a text? 3. Why is figurative language important? 	<ol style="list-style-type: none"> 1. Authors make purposeful language choices to enhance the meaning of literary text. 2. Authors'/directors' choices of visual and multimedia elements in a literary text convey meaning and contribute to and create aesthetic appeal. 3. Authors use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Experiences	
<p><u>Focus of Unit</u> - Prose including Poetry with Vivid Images and Drama (Link to Poetry Unit)</p> <ul style="list-style-type: none"> ➤ Determining word meanings: interpreting figurative language and literary devices ➤ Explaining how series of chapters, stanzas and scenes provide structure of text ➤ Fluent reading of prose and poetry <p><u>Activities</u> Notes:</p> <ol style="list-style-type: none"> 1. The following lessons from <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit: <ul style="list-style-type: none"> ➤ Lesson 5, pages 44-49 (RL.4, L.5a) ➤ Lesson 6, pages 50-55 (RL.5, RL.7) 	<p><u>Teacher Notes</u></p>

**Grade 5 English Language Arts
Unit 1**

2. Throughout the unit, provide explicit vocabulary instruction on words and phrases, focusing on similes and metaphors. (Example 1: Choose text, introduce text and concept and demonstrate and discuss concepts. Model how to reread the text pausing to model and discuss how to think about key words and phrases (i.e., *I noticed _____ . What do you think it means?*)
- Students can work in groups to demonstrate understanding of new words. Examples can include:
- Word Illustrations: Groups choose three key words from a text and work as a team to create visual representations of each.
 - Graphic Organizers: Provide students with a vocabulary-related graphic organizer that has already been modeled with students to enlarge or complete as a team. Students can then create their own once they gain experience.
 - Vocabulary Sorts: Give students a set of words or phrases to sort. The cards should be created to represent important concepts in the story/poem. Students can place cards in a way that makes sense and then develop a title for each category. Students can place cards in categories based on the sense the author is appealing to (taste, touch). Place the cards in categories representing literal verses figurative language.
 - Knowledge Rating Charts: Students can individually rate their own knowledge and then discuss their ratings with peers and share understandings related to words they know well. While reading, they seek new meanings by using background knowledge, context clues, more information from peers and the dictionary. After reading, the words are discussed again and rated again on the chart, using a different color writing tool.
- Note:** Additional activities and graphic organizers can be found in the supporting materials section of the unit.
3. Provide opportunities for students to re-read self-selected poems to practice reading fluently, with expression, accuracy and prosody. On the second or third reading, students can explore how spaces and line breaks are used, read poems without line breaks and discuss how it changes poem and how are verses or stanzas used. Students can self-assess or conduct peer assessments using fluency rating scales/rubrics.

**Grade 5 English Language Arts
Unit 1**

- The students will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Students will analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
 - As an introductory lesson/pre-assessment activity, administer an anticipation guide or ask students what they already know about stories, poems and dramas. Students can work in pairs or groups to complete chart such as the one that follows: (**Note:** Begin anchor chart using student feedback and add information throughout the unit)

	Story/Prose	Poem	Drama
Purpose	-Tell a story -Entertain -Teach a lesson	-Create an image -Create a feeling -Capture a moment	-Tell a story -Entertain -Reenactment
Structural Elements	-Paragraph form Chapters	-Stanzas -Verses -Lines and breaks	-Scene/Act -Cast of characters -Setting -Dialogue -Stage directions
Story Elements	-Conflict/resolution -Cause/effect -Setting -Character development -Plot	-Rhythm/meter -Rhyme	-Dialogue -Conflict -Resolution -Plot development
Literary Devices		-Figurative language -Mood -Repetition	

Note: See Some Important Elements of Structure in the Supporting Material Section

Grade 5 English Language Arts Unit 1

- With a focus on poetry, Follow *Making Meaning* Unit 5, Week 2, Days 1-4, pages 194-616 and Unit 5, Week 3, Days 1-4, pages 218-238. Students will infer, apply the strategy of visualizing from text and will examine literary devices. Be sure to emphasize the following:
 - Figurative language should focus on metaphors (indirect comparisons) and similes (comparisons using *like* or *as*). Be sure to review with students that figurative language may consist of only a few words for effect and that figurative language gives poetry the element of surprise and helps the reader to see familiar things in new ways.
 - Focus of visualizing should be connected to the meaning and tone of a text. Discuss the importance of specific words and images (literary devices) in relationship to the meaning (mood) and tone of a poem. While reading aloud to students discuss how the speaker in the poem tells a story, exhibits emotion and/or creates mood.
Note: See Poetry Process Guide in the Supporting Materials
- Select lessons from *Reader's Handbook Teacher's Guide*, pages 219-288 (student copy, pages 297-386), to include language, meaning and themes. Continue to model and provide opportunities for students to reread stories, dramas and poems where they will begin to discuss text structure and literary devices to support meaning.
 - Emphasize and lead classroom discussions of how the structure is made up of separate parts that help readers make meaning (i.e., *A stanza is to a poem as to what a paragraph is to a story. New stanzas indicate shifts in ideas.*). Explain that when reading stories or dramas, students should expect a plot, and that knowledge of plot structure provides a mental frame for organizing material and pulling together parts of the story. When reading poetry, understanding the purpose of structural elements such as verses, stanzas and line breaks can help students pull together ideas and consider how they are related. Discussion prompts include:
 - *Look at the way the author organized this piece of writing (refer to structural elements such as stanzas and line breaks in poetry, scenes in drama, and chapters in stories). Why do you think the author organized it this way?*

**Grade 5 English Language Arts
Unit 1**

- *Let's jot down the big idea from each section. This will help us to think about how the author organized the whole piece.*
- *Why is scene ___ in the drama important and how does it provide a connection between scenes ___ and ___?*
- *How do the stanzas in _____ (title) fit together so the poem flows from beginning to end?*
- Emphasize how images within a text can affect the mood of the text by discussing how the pictures and visuals enhance understanding of a text. Use a related passage to discuss how a narrator's point of view influences the events described throughout the text, and then use a multimedia/visual representation of that same text (i.e., No Mirrors in My Nana's House by Ysaye Barnwell (<http://storylineonline.net/>)). Students will compare and analyze how different mediums contribute or establish meaning and/or tone. **Note:** See Analyzing Illustrations in the Supporting Materials section.
 - *Let's discuss how the different media contribute to the meaning/tone/beauty of the piece.*
 - *What technique does the author use? How does the author use colors or shading? What else do authors do?*
- Provide time for students to engage collaboratively to explore text structure, figurative language and visual images together. Options for small group work may include the following activities:
 - Text Structure:
 - Each group member can draw a picture from one part of the text and write a detail-rich sentence to describe it. Students work with their group to place their pictures in order. When the groups are finished, the whole class works through the same process, placing the pictures in order. The piece can then be made into a class book.
 - Provide small groups lines or passages from a text that has been cut into several parts. Students read the parts and place them in logical order. (This may occur

**Grade 5 English Language Arts
Unit 1**

before or after the piece has been read and the whole text need not be used.)

Images:

- Students review the illustrations. They can then work together to choose one illustration that represents the artist’s contribution to meaning or tone. The students use highlighting tape to show the specific part of the text that is enhanced by the work on the page.
- Students can highlight the part of the text that is a good example of the overall tone. Students write a statement that describes the tone. (Note: Tone is generally thought of as the narrative voice in which the story is told, and it creates the mood for the piece. Review with students the how a narrator’s point of view influences the events leading to the overall tone.

Figurative Language:

- Students work together to complete a Semantic Feature Analysis that contains key text elements from different genres. Students place checks in the appropriate boxes. After, they add five terms of their own, and place checks in the appropriate boxes. **Note:** Semantic Feature Analysis example is located with Supporting Materials.
- Distribute several poems or picture books to the groups. Have students look for words and phrases from those texts that reflect figurative language. During independent reading, students can find examples of figurative language and can record examples in a reading response journal. See example:

Type of Figurative Language or Literary Device	Definition	Example	Interpretations/Purpose

**Grade 5 English Language Arts
Unit 1**

- Provide opportunities for students to read texts independently. **Note:** Organize book bins by genre and make available to students. Students can read texts and share what they have learned about text structure and figurative language or can make book recommendations with class (i.e., three bulleted lists of what they liked about reading each type of text).
- Additional end of unit activities:
 - Select a piece of literature for the class. Use a Reader's Theatre approach to act out the story.
 - Adapt the story (e.g., Use a poem to create a drama as an audio recording, create a song from a poem.)
 - Comic strip retellings: Students use a combination of visuals and words used to retell the story/poem/drama. As they create the strips, students should honor the tone and mood of the original piece.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Alliteration- repetition of a particular sound in the first syllables of a series of words or phrases

Chapter- a main division of a book or story

Context- the parts of a written or spoken statement that precede or follow a specific word or passage

Dialect- a form of language belonging to a certain group or region

Dialogue- a conversation between two or more persons

Figurative language- a way of creating interesting images with words by using language that has a deeper meaning than what the actual word says

Fluency- to speak or write easily, smoothly, or readily

Idiom- an expression with a meaning that cannot be understood from the meanings and sometimes different

**Grade 5 English Language Arts
Unit 1**

pronunciations

Line Breaks- Where lines of poetry end; a way to create and enhance meaning

Literal meaning- the simplest or primary meaning of a word, statement or text

Metaphor- a figure of speech that compares one thing to another without the words *like* or *as*

Meter- The rhythm in a line of poetry

Mood- the feeling that a literary work conveys to the reader

Multimedia- the combined use of several media, such as sound, video or text

Personification- the act of giving human traits to non-living objects

Phrase- a group of words that has meaning but is not a complete sentence

Poetry- a composition written in verse that often uses rhythm or rhyme

Prose- the ordinary form of spoken or written language; not poetry

Register- a variety of language typically used in a specific type of communication setting

Rhythm- a repeating pattern of sound found in poems

Scene- a division of an act or play

Section- a part of a written work

Simile- a figure of speech in which two or more things are compared using *like* or *as*

Stanza- a group of lines that makes up a verse of a poem or song

Tone- a way of speaking or writing that conveys a feeling

Verse- a line or division/grouping of lines in a poem

Assessment	Performance Task
<p><u>Formal</u> -Rubrics -MAP</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes</p>	<p>TBD</p> <p><i>Read the poem and then complete the activity on Analyzing Poetry. Use the information that is gathered to write a multi-paragraph composition to analyze the poem.</i></p>

**Grade 5 English Language Arts
Unit 1**

<p>-Rubrics -Rating Scales -Student Work from Learning Activities (i.e., Anticipation Guide, Semantic Feature Analysis)</p>	
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Instructional Strategies
<p>-CRISS Strategies See Appendix for Additional Research Based Instructional Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Addendum -Anchor Texts: <u>Prose:</u></p> <ul style="list-style-type: none"> • <u>My Mama Had a Dancing Heart</u> by Libba More • <u>Water Dance</u> by Thomas Locker • <u>No Mirrors in My Nana’s House</u> by Ysaye Barnwell <p><u>Poetry:</u></p> <ul style="list-style-type: none"> • “Circles” by Myra Cohn Livingston (<i>Making Meaning</i>) • “Speech Class” by Jim Daniels (<i>Making Meaning</i>) • “October Saturday” by Bobbi Katz (<i>Making Meaning</i>) • “Eraser and School Clock” by Gary Soto (<i>Making Meaning</i>) • “back-yard” by Valerie Worth (<i>Making Meaning</i>) • “Whatif” by Shel Silverstein (<i>Reader’s Handbook</i>) 	<p>Successmaker www.schoolwidedfundamentals.com www.dramanotebook.com www.aaronshep.com (Reader’s Theatre) http://storylineonline.net/</p> <p>See additional poetry links in Writing Unit 1</p>

**Grade 5 English Language Arts
Unit 1**

student copy, page 300)

- “For Forest” by Grace Nichols (*Reader’s Handbook* student copy, page 311)
- “Mother’s Day” by Janet S. Wong (*Reader’s Handbook* student copy, page 319)
- “My Dragon Wasn’t Feeling Good” by Jack Prelutsky (*Reader’s Handbook* student copy, page 325)
- Books from *Fundamentals of Writing Grade 5 Poetry* Unit (See Unit 5 Writing)

Drama: Teacher Choice

-Additional Text Suggestions

Poems:

- “Purple” by Alexis Rotella in Step Lightly: Poems for the Journey collected by Nancy Willard
- “Hoops” collected by Robert Burleigh

Texts that can be crafted into a Reader’s Theatre:

- Fleas by Jeanne Steig
- I Wish I Were a Butterfly by James Howe
- The Day the Earth Was Silent by Michael McGuffee

-*CROSSWALK Coach*

-*Reader’s Handbook*

-*Making Meaning*

Teacher

-Supporting Materials for Unit

-Language Arts Addendum

-*Reader’s Handbook*

-*Making Meaning*

**Grade 5 English Language Arts
Unit 1**

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| <ul style="list-style-type: none">-Student Assessment Data-<i>CRISS</i> Manual- <i>Guiding Readers and Writers</i> by Fountas and Pinnell-<i>Teaching Written Response to Text</i> by Nancy Boyles-<i>Constructing Meaning</i> by Nancy Boyles-Thinking Verbs list (Bloom)-<i>CROSSWALK Coach</i> | |
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Interdisciplinary Connections

Art teachers can work with students on illustrators' crafts and how their work affects literature.

**Grade 5 English Language Arts
Unit 2 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Unit 2: Uncovering Meaning and Message in Literature (Correlates with Writing Unit 1 – Personal Narrative: Dialogue, Description and Events)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.5.R.L.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band independently and proficiently.

CCR.5.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently.

CCR.5.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

CCR.5.R.F.4.c USE context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCR.5.SL.1 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.

Priority and Supporting CCSS

CCR.5.R.L.1 QUOTE accurately from a text when explaining what the text says EXPLICITLY and when drawing INFERENCES from the text.

CCR.5.R.L.2 DETERMINE a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; SUMMARIZE the text.

CCR.5.R.L.3 COMPARE and CONTRAST two or more characters, settings, or events in a story or drama, DRAWING on specific details in the text (e.g., how characters interact).

CCR.5.R.L.9 Compare and contrast stories of the same genre on their approaches to similar themes and topics.

CCR.5.SL.1.b FOLLOW agreed-upon rules for discussions and CARRY OUT assigned roles.

**Grade 5 English Language Arts
Unit 2 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.1 <ul style="list-style-type: none"> ● Literary text features ● Quote ● Explain ● Infer 	RL.1. QUOTE (accurately from a text) EXPLAIN (what text says explicitly) INFER (from the text)	 2 2 4
RL.2 <ul style="list-style-type: none"> ● Details ● Theme ● Role characters or speakers play in stories, dramas, or poems ● Speaker's voice ● How to summarize ● Characteristics of an effective summary 	RL.2 EXPLAIN (how particular details, e.g., characters' or speakers' actions and reactions) reveal a theme DETERMINE (theme of a story, drama, or poem from details in the text) SUMMARIZE (the text)	 2 3 2
RL.3 <ul style="list-style-type: none"> ● Key ideas ● Supporting details ● Comparison (Compare and Contrast) ● Story Elements <ul style="list-style-type: none"> ○ Plot (e.g. events climax/turning point, resolution) ○ Conflict ○ Characters or characters roles (hero/villain, major/minor) ○ Setting (e.g., time and place) ● Drama Elements <ul style="list-style-type: none"> ○ Scenes, Dialogue, Stage Directions ● Character's actions, feelings, and words 	RL.3 IDENTIFY/DESCRIBE (plot events in a story or drama) DESCRIBE (setting of a story or drama and characters and their interactions) DETERMINE (important details that support key ideas) COMPARE/CONTRAST (two or more characters, settings or events in a story or drama) USE (details from text)	 1,2 2 3 4 3

**Grade 5 English Language Arts
Unit 2 Reading**

Essential Questions	Corresponding Big Ideas
1. How do readers understand what they read? 2. How do readers summarize what they read or hear?	1. Readers use details and draw inferences from text to understand what they read. 2. Readers summarize text by understanding how characters and speakers react in stories and poems.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Learning Activities	
<p><u>Focus of Unit</u> (Stories, Drama, Poems)</p> <ul style="list-style-type: none"> • Reading Community and Student Goal Setting • Determining theme: how characters respond to challenges or how a speaker in a poem reflects upon a topic • Summarizing • Comparing and contrasting characters, setting and events (themes on similar topics) <p><u>Activities</u> <u>Notes:</u></p> <ol style="list-style-type: none"> 1. As introductory lessons and to help establish a reading community, teachers may follow <i>Making Meaning</i>, Unit 1, Week 1, Days 1-4, pages 2-17 and Unit 1, Week 2, Days 3-4, pages 28-34. Charts can be made to build student discourse (i.e., “Rules for Small Group Book Talks/Discussions”). Students should also create their own independent reading goals. These will be revised ongoing throughout the year. 2. Teachers may select how to incorporate the use of technology for students to demonstrate their 	<p style="text-align: center;"><u>Teacher Notes</u></p>

Grade 5 English Language Arts Unit 2 Reading

understanding of skills within the unit. Teachers should also use audio versions of text and then follow with guided conversations in addition to reading material.

- Students will determine a theme of a story, drama or poem including how characters respond to challenges or how a speaker in a poem reflects upon a topic accurately quoting details from the text. Students will summarize the text.
 - Pre-assess student understanding of elements of literary genres. Based on the results of the pre-assessment, conduct a review of each genre, including stories, dramas and poems. Create an anchor chart to compare the genres. See *Reader's Handbook: Teacher's Guide* page 205 for Elements of Fiction, page 281 for Elements of Drama, and page 242 for Elements of Poetry. Students may also participate in a Gallery Walk for Literary Genres and then create posters on that genre to present to the class.

Genre	Elements
Story	
Drama	
Poem	

- Follow Making Meaning,
 - Unit 4, Week 2, Days 1-4, pages 154-171 focusing on questioning to help students make sense of narrative texts.
 - Unit 5, Week 3, Day 1, pages 218-225 focusing on visualizing and inferring to understand texts.
 - Unit 8, Week 4, Days 2-4, pages 488-502 focusing on writing summaries.
Note: Emphasize themes found in text as well as discussing the important role that characters play on a story to develop the theme or important idea. Model how to use sticky notes to respond to teacher guided questions. Different colored sticky notes can be used to note multiple places that references or answers the different questions asked.
- Continue to model and provide opportunities for students to independently conduct close readings of text to identify how characters responses to challenges helps readers infer and determine themes (sample one). Teacher scaffolding and prompting should vary.

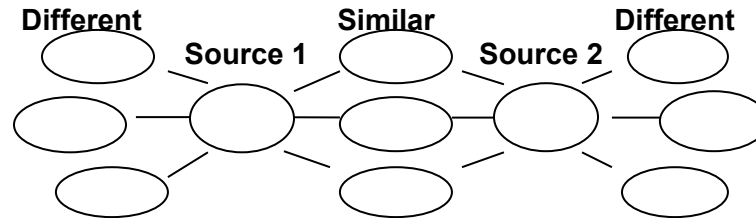
**Grade 5 English Language Arts
Unit 2 Reading**

Brainstorm with students when and why it is important to infer during reading. During reading, students should record inferences that will help them to determine the theme. Add themes to class theme chart. Themes on similar topics should be compared using a compare and contrast graphic organizer (sample two).

Sample One for Inferring

Clues from Book...	What I Know...	My Inference...

Sample Two for Comparing Themes



- Move to summarizing text both orally and in writing once students demonstrate understanding of story elements.
- Discussion/journal responses during whole group, small group book talks and independent reading:
 - Infer characters feelings and motivations and how they may change throughout the course of the story.
 - How do other characters influence the actions of the main character?
 - What is the theme of _____ (text title)? What details in the story/poem/drama helped you to determine this theme?
 - How do _____'s actions/responses to events help you to identify theme?
 - Summarize the story/poem/drama.

- Moving to independent practice and/or to assess student understanding. **Note:** Teachers will

**Grade 5 English Language Arts
Unit 2 Reading**

use a teacher (or student) created rubric prior to task to clarify student expectations:

- After independent reading or listening to a story, students can create scrapbook pages to show how a character has changed and evolved throughout the story.
 - Students can create a graphic organizer to record the turning points as the plot develops or an interactive graphic organizer from www.readwritethink.org/files/resources/interactives/storymap/
 - Students may read a reader's theatre script and then use details from the script to determine the theme and how characters in the play respond to challenges. Student can design a poster to show the major challenges and diagram how each of the main characters responded to the challenge using details from the text. Students can share posters to compare details.
 - Students can work in small groups or with a partner to create a Movie Trailer to show parts of text that lead to the overall theme.
 - Students create a Power Point to summarize their independent reading books.
 - Students create a self-selected art project (i.e., Comic Book Summary: Students use key details from text to determine theme and create 6-8 panel comic book summary of the story).
- Students will be able to compare and contrast two or more characters, settings or events in a story, poem or drama/play drawing on specific details in the text.
 - As an introductory lesson, reread or refer back to Star Of Fear, Star of Hope from *Making Meaning* to discuss similarities and differences and the conflicts between characters (see discussion prompts/journal prompts).
 - Continue to model and provide opportunities for students to compare and contrast characters, settings and events using graphic organizers (e.g., Venn diagram, T-chart, 2-3 column-notes).

Sample Three Column Chart

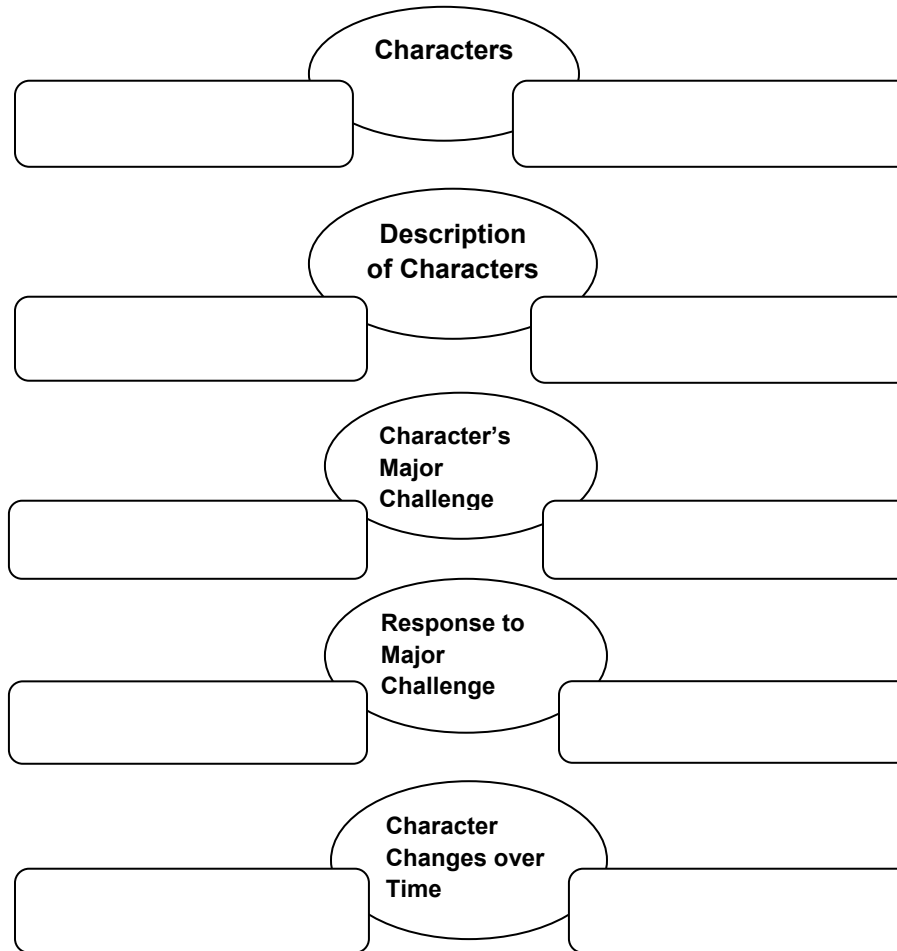
Different	Same	Different

Note: Students can compare and contrast the attributes of two stories and then share their

**Grade 5 English Language Arts
Unit 2 Reading**

notes with the class. Extension would include having students use the information in the chart into paragraph format.

Sample Comparing and Contrasting Characters



- o Possible journal entries/discussion prompts for whole group, small group book

**Grade 5 English Language Arts
Unit 2 Reading**

talks/discussions and independent reading:

- How are _____ (character name) and _____ (character name) alike or different? Use details from the text to support your answer.
 - How is the setting at the beginning of the story alike or different from the setting at the end of the story? Why is this change important?
 - At what point did the setting change? What event impacted the change in setting?
 - Compare the two events _____ and _____. How important are they to the story? Use details from the text to support your thinking.
 - What are the two major events in the story? How are they alike and different and how does each event contribute to the story?
- Moving to independent practice and/or to assess student understanding of skills within the unit: **Note:** Teachers will use a teacher (or student) created rubric prior to task to clarify student expectations:
- Character Sketched: Students can compare characters, etc... by completing a foldable graphic organizer or other computer template (i.e., fold paper horizontally, open it up, take short edges and bring edges to center fold, creating two doors that open from the center. On each side write name of main character, drawing on specific details from the text, to compare each character.) Share with class.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Character- a person, thing or animal in a story, poem, book, play or movie

Compare- to examine in order to note similarities and differences; to consider or describe as similar

Conflict- a struggle between two people or things

Contrast- to compare two persons or things to show the differences between them

**Grade 5 English Language Arts
Unit 2 Reading**

<p>Detail- a small part of a whole; specific information about the main idea</p> <p>Discussion- a conversation or exchange of views</p> <p>Implicit- to be assumed but not directly expressed</p> <p>Inference- a conclusion drawn from prior knowledge and evidence or clues</p> <p>Plot- series of events and characters actions that relate to the conflict</p> <p>Quotation- material that is repeated exactly</p> <p>Resolution- the solution to the conflict/problem</p> <p>Role- a role or position</p> <p>Setting- the time and place in which a story happens</p> <p>Summary- a shortened version of something that has been said or written, containing only the main points</p> <p>Theme- most important ideas of a written selection (author’s message/s)</p>
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Assessment	Performance Task
<p><u>Formal</u> -MAP</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Rubric - Student Work from Learning Activities and Teacher Assigned Tasks and Rubrics</p>	TBD

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

**Grade 5 English Language Arts
Unit 2 Reading**

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Fiction Texts (Stories, Dramas, Poems)</p> <p>-Leveled Texts (Book Treks)</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> • <u>The Lotus Seed</u> by Sherry Garland from <i>Making Meaning</i> • <u>Star of Fear, Star of Hope</u> by Jo Hoestlandt from <u>Making Meaning</u> • “Eraser and the School Clock” by Gary Soto from <i>Making Meaning</i> • “Mrs. Buell” from pages 68-72 in Student Response Book in <i>Making Meaning</i> • <u>An Angel for Solomon Singer</u> by Cynthia Rylant (1120L) • <u>The New Colossus</u> by Emma Lazarus • <u>How Anansi Got a Thin Waist</u> by Pamela Gerke <p>-Additional Texts:</p> <ul style="list-style-type: none"> • Excerpts from Novels: <u>The Black Pearl</u> by Scott O’Dell (980L), <u>The Black Stallion</u> by Walter Farley (930L), <u>The Secret Garden</u> by Frances Hodgson Burnett (970L) • <u>Junkyard Wonders</u> by Patricia Polacco • <u>Quilt Maker’s Gift</u> by Jeff Brumbeau 640L • <u>The Butterfly</u> by Patricia Polacco • <u>Sadako and the Thousand Paper Cranes</u> by Eleanor Coerr • <i>Storyworks</i> • Poems: “Casey At The Bat” by Ernest Thayer and “Words with Wings” by Belinda Rochelle <p>-<i>Daybooks</i> by Great Source</p>	<p>Successmaker</p> <p><i>Scholastic Storyworks</i> online</p> <p>www.readwritethink.org</p> <p>www.commonlit.org</p> <p>Books on tape</p>

**Grade 5 English Language Arts
Unit 2 Reading**

<ul style="list-style-type: none">-Source Books by Great Source-Language Arts Addendum-Student Work-CROSSWALK Coach-The Reader's Handbook-Making Meaning <p><u>Teacher</u></p> <ul style="list-style-type: none">-Supporting Materials for Unit-Language Arts Addendum-The Reading Handbook-Student Assessment Data-CRISS Manual-Guiding Readers and Writers by Fountas and Pinnell-Teaching Written Response to Text by Nancy Boyles-Constructing Meaning by Nancy Boyles-Thinking Verbs list (Bloom)-CROSSWALK Coach-Making Meaning-The Reader's Handbook	
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Interdisciplinary Connections	
<ul style="list-style-type: none">-Art teacher-Library Media Specialist	

**Grade 5 English Language Arts
Unit 3**

Subject(s)	Reading Language Arts
Unit of Study	Unit 3: Finding Information to Explore and Support Ideas (Correlates with Writing Unit 3 – Compare/Contrast: Supporting Ideas with Information)
Pacing	35 days (30 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.5.R.L.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
 CCR.5.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently.
 CCR.5.R.F.4 READ with sufficient accuracy and fluency to support comprehension.
 CCR.5.SL.1 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.

Priority and Supporting CCSS

CCR.5.R.I.1 QUOTE accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCR.5.R.I.3 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.
 CCR.5.R.I.4 DETERMINE the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCR.5.R.I.9 INTEGRATE information from several texts on the same topic in order to WRITE or SPEAK about the subject knowledgeably.
 CCR.5.SL.1.a 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.
CCR.5.SL.2 SUMMARIZE a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Grade 5 English Language Arts
Unit 3**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 <ul style="list-style-type: none"> • Text support • Prediction • Inference • Direct Quotations • Generalizations • Background knowledge • Explicitly stated information from the text 	RI.1 QUOTE (accurately from a text) EXPLAIN (what text says explicitly) INFER (from the text)	 2 2 4
RI.3 <ul style="list-style-type: none"> • Key ideas/concepts, individuals, events, steps in informational texts • Specific details that explain key ideas, individuals, events, steps • Key features of content-specific text based on text features • Text structure in informational text (e.g., time, sequence, cause/effect, steps) • Relationships (e.g., one piece of text “explains” another or “comes before” another) • Transition/linking words that signal explanation (e.g., <i>because</i>, <i>as a consequence</i>) for informational text 	RI.3 IDENTIFY (multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational texts) IDENTIFY (specific details/information that explain individuals, events, procedures, ideas or concepts in informational text) 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)	 1 1 2
RI.9 <ul style="list-style-type: none"> • Compare and contrast • Important points/main ideas • Key/supporting details • Purpose for gathering information 	RI.9 IDENTIFY (the most important points/main ideas from several texts for a given purpose) IDENTIFY (key/supporting details from several texts for a given purpose)	 1 1

**Grade 5 English Language Arts
Unit 3**

<ul style="list-style-type: none"> • Methods to manage or organize selected information (e.g., graphic organizers, electronic notes) 	USE (a method for managing and organizing selected information)	3
	INTEGRATE (information from several texts on the same topic) WRITE (about the subject knowledgeably) SPEAK (about the subject knowledgeably)	6 3 2
SL.2 <ul style="list-style-type: none"> • Summary • Topic • Main idea • Details • Format (e.g., media, charts, websites, speeches) 	SL.2 SUMMARIZE (a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.)	2

Essential Questions	Corresponding Big Ideas
1. Am I clear about what I just read and how do I know? 2. Author’s Choice: Why does it matter? 3. In what ways does creative choice impact an audience? 4. What makes collaboration meaningful?	1. Effective readers use a variety of strategies to make sense of key ideas and details presented in a text. 2. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. 3. To gain keener insight into the integration of knowledge and ideas, readers analyze and evaluate content, reasoning, claims in diverse formats. 4. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

**Grade 5 English Language Arts
Unit 3**

Learning Experiences

Focus of Unit (Informational Text)

- Identifying relationships between individuals, events, ideas and concepts
- Integrating and summarizing information
- Quoting using explicit and implicit information

Activities

Note: *Towards the middle of this reading unit, combine the reading and writing block and follow *The Fundamentals of Writing Unit: Essay* as this will address the following reading standard: RI.9.

- Students will make predictions based on implicit and explicit information to help explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical.
 - Review with students the difference between fiction and non-fiction texts. Using a guide such as “Tips for Nonfiction” Reading, lead a classroom discussion on how to approach reading non-fiction. Discuss the variety of non-fiction text structures (e.g., historical, scientific and technical texts) and what transition words help to figure out the text structure. (see example that follows)

Text Type	Text Structure	Signal Words
Historical text	Sequence: Chronological Connections or Order of Events	<i>before, next, then, initially, after</i>
	Cause and Effect: Reason Why Something Happens and What Happens as a Result	<i>so, because, since, thus</i>
Scientific text	Cause and Effect : Reason Why Something Happens and What Happens as a Result	<i>so, because, since, thus</i>
	Compare and Contrast: Similarities and Differences	<i>as, like, same, similar, unlike, yet</i>
Technical text	Provides Directions or Other Information: Close attention to headings, numbered or bulleted lists	<i>first, after, next, last</i>

Note: See *Reader’s Handbook* Teacher Edition page 138 on Elements of Non-fiction.

Teacher Notes

Grade 5 English Language Arts Unit 3

- As an introduction to this unit, use *CROSSWALK Coach*, Lesson 10, pages 90-95 and Lesson 11, pages 96-101.
- Follow *Making Meaning* Lessons,
 - Unit 7, Week 4, Days 1-4, pages 298-321 focusing on using text structure to explore non-fiction articles and comparing pros and cons within the articles.
 - Unit 8, Week 2, Days 1-4, pages 444-460 focusing on making inferences to understand text and thinking about important ideas.
Note: Throughout these lessons, model and provide opportunities for students to take notes and to record information in a graphic organizer (e.g., two-column notes, outlining, T-chart).
- Provide opportunities for students to read informational texts/articles both independently and in small groups to discuss what the relationships between individuals, events, or ideas.
- Discussion/journal prompts:
 - *How are two people/events/ideas similar or different?*
 - *Which step is most important in _____? Why do you think that?*

***Note:** For the remainder of the unit, combine reading and writing block.

- Students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
 - Follow *CROSSWALK Coach*, Lesson 12, pages 102-109 (RI. 9)
 - Continue to follow the lessons from the *Fundamentals of Writing: Essay Unit*. Students will gather information on same topic using various resources to help write an essay. Students formally present essay to their peers. Additional lessons on how to accurately cite sources may be integrated as needed.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Grade 5 English Language Arts
Unit 3**

Vocabulary
<p>Concept- a general notion or idea</p> <p>Detail- a small part of a whole; specific information about the main idea</p> <p>Discussion- a conversation or exchange of views</p> <p>Event- a happening in a story, book, play or poem</p> <p>Format- the organization or arrangement of something</p> <p>Idea- a thought or plan carefully formed in the mind</p> <p>Inference- a conclusion drawn from prior knowledge and evidence or clues</p> <p>Interaction- the action or influence of people, groups or things on one another</p> <p>Main Idea- the most important thought or message in a paragraph or text</p> <p>Quotation- material that is repeated exactly</p> <p>Relationship- a connection or an association between two or more things</p> <p>Supporting Details- information that tells more about the main idea</p> <p>Note: SEE Additional Vocabulary in Unit 2 Writing</p>

Assessment	Performance Task
<p><u>Formal</u> -Rubrics</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Rubrics -Student Work from Learning Activities -Teacher and Peer Conferencing -Self Evaluation</p>	TBD

**Grade 5 English Language Arts
Unit 3**

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix for Additional Research Based Instructional Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Informational Texts (Science, Social Studies and Math texts)</p> <p>-Leveled Informational Texts</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> • <u>Survival and Loss: Native American Boarding Schools</u> from <i>Making Meaning</i> • <u>A River Ran Wild</u> by Lynn Cherry from <i>Making Meaning</i> <p>-Additional Text Suggestions</p> <ul style="list-style-type: none"> • <u>A History of US</u> by Joy Hakim books 3-5 • <i>Time for Kids</i> box • Articles from <i>Comprehension Toolkit</i> by Stephanie Harvey and Anne Goudvis • <u>The Great Depression</u> by Elaine Landau • <u>The Settling of Jamestown</u> by Janet Riehecky <p>-<i>Fundamentals of Writing</i> Essay Unit and Mentor Texts</p> <p>-Language Arts Addendum</p> <p>-Student Work</p>	<p>Successmaker</p> <p>www.schoolwidedfundamentals.com</p> <p>See Unit 3 Writing for additional technology resources</p>

**Grade 5 English Language Arts
Unit 3**

<ul style="list-style-type: none">-<i>CROSSWALK Coach</i>-<i>The Reader's Handbook</i>-<i>Making Meaning</i><u>Teacher</u>-Supporting Materials for Unit-Language Arts Addendum-<i>Making Meaning</i> by The Developmental Studies Center-<i>The Reading Handbook</i>-<i>Fundamentals of Writing</i> Unit: Essay Unit-Student Assessment Data-<i>CRISS</i> Manual- <i>Guiding Readers and Writers</i> by Fountas and Pinnell-<i>Teaching Written Response to Text</i> by Nancy Boyles-<i>Constructing Meaning</i> by Nancy Boyles-Thinking Verbs list (Bloom)-<i>CROSSWALK Coach</i>-<i>The Reader's Handbook</i>-<i>Making Meaning</i>	
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Interdisciplinary Connections

Grade Five English Language Arts

Unit 4 Reading and Writing

Subject(s)	Reading and Writing Language Arts
Unit of Study	Unit 4: Expressing Ourselves and The Power of Biography Note: This Unit integrates both Reading and Writing. Therefore, combine reading and writing blocks and have one “Literacy Block.”
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment) Note: May need all 25 Days for Instructional Days

Overarching Standards (OS)

CCR.5.R.1.10 By the end of the year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.5.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.5.W.6 With some guidance and support from adults, USE technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; DEMONSTRATE sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CCR.5.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.5.SL.1 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.

CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.

CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade Five English Language Arts

Unit 4 Reading and Writing

Priority and Supporting CCSS

CCR.5.RI.1 QUOTE accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR.5.R.1.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text.

CCR.5.RI.7 DRAW on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCR.5.W.2 WRITE informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR.5.W.2.b DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCR.5.W.2.d USE precise language and domain-specific vocabulary to inform about or explain the topic.

CCR.5.W.2.e PROVIDE a concluding statement or section related to the information or explanation presented.

CCR.5.SL.5 INCLUDE multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCR.5.L.1.c USE verb tense to convey various times, sequences, states, and conditions.

CCR.5.L.2.d USE underlining, quotation marks, or italics to indicate titles of works.

CCR.5.L.4 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 strategies.

CCR.5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Grade Five English Language Arts

Unit 4 Reading and Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RI.1</p> <ul style="list-style-type: none"> • Text support • Prediction • Inference • Direct Quotations • Generalizations • Background knowledge • Explicitly stated information from the text 	<p>RI.1 QUOTE (accurately from a text) EXPLAIN (what text says explicitly) INFER (from the text)</p>	<p>2 2 4</p>
<p>RI.7</p> <ul style="list-style-type: none"> • Digital sources • Graphics/images/illustrations (e.g., picture, photographs, charts, timelines, animation, interactive elements on Web pages, audio, visual) • Media formats (e.g., visual, oral, quantitative) • Relevant versus irrelevant information • Reliable versus unreliable sources 	<p>RI.7 DRAW (on information from multiple print or digital sources) ACCESS/USE (media sources) DIFFERENTIATE (between reliable and unreliable sources) LOCATE (an answer to a question quickly) SOLVE (a problem efficiently)</p>	<p>3 3 4 2 3</p>
<p>W.2/2b/2e</p> <ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Awareness of Audience 	<p>W.2 WRITE (informative/explanatory texts to examine a topic and convey ideas and information clearly) W.2.b</p>	<p>6</p>

Grade Five English Language Arts

Unit 4 Reading and Writing

<ul style="list-style-type: none"> • Relevant information • Primary sources • Secondary sources • Effective conclusion 	<p>DEVELOP (the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic)</p> <p>W.2.e PROVIDE (a concluding statement or section related to the information or explanation presented)</p>	6
<p>SL.5</p> <ul style="list-style-type: none"> • Multi-media components (e.g., graphics, sound) • Visual displays 	<p>SL.5 INCLUDE (multimedia components and visual displays in presentations to enhance the development of the main theme)</p>	3
<p>L.1c</p> <ul style="list-style-type: none"> • Verb tenses 	<p>L.1.c USE (verb tense to convey various times, sequences, states, and conditions)</p>	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What are the elements of biography and what will biographies teach me? 2. How can I use information from various text/media sources to help me solve problems and answer questions? 3. How can I enhance my presentation to make it most effective? 	<ol style="list-style-type: none"> 1. Effective readers use a variety of strategies to make sense of key ideas and details presented in texts. 2. Good readers use information from a variety of text/media sources to answer and solve problems. 3. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

Grade Five English Language Arts

Unit 4 Reading and Writing

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit (Biography)

- Writing informative/explanatory texts while developing the topic with relevant information and a strong conclusion
- Drawing information from multiple and digital sources
- Quoting accurately from text and determining credibility of sources and accurately citing sources
- Using verb tense to convey various times, sequences, states, and conditions

Activities

Notes:

1. Follow Sitton Spelling
2. The following lessons from *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
 - *CROSSWALK Coach*, Lesson 9, pages 84-89 (RI.1)
 - *CROSSWALK Coach*, Lesson 20, pages 176-181 (L.1c)
3. The *Fundamentals of Writing: Biography Unit* will be used throughout this unit. Students will explore the purposes and features of biographies as readers and writers. Students will conduct research to build knowledge on a subject of choice, and will develop a biography with information from various sources. Students will write strong leads and closings incorporating voice and literary elements into their writing. Students will bring their writing to final publication. **Options for publishing final product should be offered to students** (i.e., template from a word

Grade Five English Language Arts

Unit 4 Reading and Writing

document, Power Point or other technology related presentation, poster). Students writing will be assessed using a Grade 5 Informational/Explanatory Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 108-110) as well as the Formative Assessment Notes when conferencing with students (pages 111-112).

4. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 5-6. Teachers should select from these words and incorporate into writing instruction.
 5. **Teachers may also use professional judgment to adjust/combine lessons based on student needs.** Ideas for extension activities are noted at the end of each lesson.
- Follow the Immersion Lessons from Fundamentals of Writing: Biography Unit pages 22-41 **Note:** Mentor Text Summaries can be found on pages 20-21.
 - *What is Biography?* Students will develop an understanding of the components and characteristics of biographical writing (*A Picture Book of Harry Houdini* by David A. and Michael S. Adler)
 - *Writing to Inform:* Students will explore features of biographies, focusing on how to use facts and details to inform readers. (*River Boy: The Story of Mark Twain* by William Anderson)
 - *Author's Craft:* Students will discuss author's craft and style. (*Talkin' About Bessie* by Nikki Grimes)
 - *Author's Purpose:* Students will discuss how writers include information and details that support their central idea. (*The Boy Who Loved Books* by Kay Winters)
 - *Features of a Biography:* Students will compare and contrast two mentor texts to understand the different approaches used by different writers.

Note: Refer to *Reader's Handbook Teacher's Guide*, pages 129-133 for additional lessons where students will think of people whose biographies they would like to read.

Grade Five English Language Arts

Unit 4 Reading and Writing

Generating Ideas pages 42-51

- *Generating Ideas I: Biographers Write About Role Models:*
 - Students will learn how biographers find inspiration and make decision about their subjects.
- *Generating Ideas II: Subjects from History to Celebrate and Appreciate*
 - Students will learn that biographers often write about people they want other to understand or appreciate.
- *Generating Ideas III: Inspirational Subjects We Know Well:*
 - Students will begin to consider people who might make excellent biography subjects.

Selecting pages 52-54

- *Selecting A Subject for a Biography*
 - Students consider a subject and make final decision about their subject.

Note: As students begin to collect information for their research, it is recommended that teachers model and teach students the importance of Reflective Questioning to encourage students to think carefully about the material and to process information in new ways. Examples of Reflective Questioning include: *What is the meaning of _____? What conclusion can be drawn from _____? This idea is important because _____.*)

Collecting pages 55-72

- *Collecting I: Know Your Subject:*
 - Students will recall relevant information they already know about their subjects to help them with future research.
- *Collecting II: Interesting Questions Lead to Interesting Findings:*
 - Students will begin their research using questions to gather interesting and detailed information about their subjects.
- *Collecting III: Primary and Secondary Sources:*
 - Students will plan their research and will consider the types of primary and secondary sources to be used to find answers to their questions about their subjects.
- *Collecting IV: Making a Timeline:*
 - Students will use a timeline as a tool for taking notes and categorizing information according to the

Grade Five English Language Arts

Unit 4 Reading and Writing

sequences of events from their subjects' lives.

- *Collecting V: Finding Out What We Have to Say:*
 - Students will consider their own perspectives and reflect on the theme or focus of their biographies.

Note to Teachers: Allow several days for students to **draft** and **revise** their writing. Teachers should use professional judgment when pacing the drafting and revision lessons. Additional writing time may be provided throughout the day.

Drafting pages 73-86

- *Drafting I: Organizing Our Biographies:*
 - Students will organize information logically using different text structures (i.e., list structure, essay structure).
- *Drafting II: Introductions that Hook:*
 - Students will craft engaging and clear introductions using their outlines from Drafting I.
- *Drafting III: Concluding with Coherence and Credibility:*
 - *Students will conclude their biographies with a statement or a section that relates to the information presented.*

Revising pages 87-92

- *Revising I: Linking Ideas:*
 - Students will revise writing to be sure linking words used move the readers from one idea to the next.
- *Revising II: Crafting an Engaging Biography:*
 - Students learn how to use voice and literary elements to bring their writing to life for the reader.

Note: The following **two** lessons from The Fundamentals of Grammar and Conventions Unit 3:

- Lesson 5, *Present Tense is Timely:* page 77-80
 - Students will use verb tenses to convey time in story.
- Lesson 6, *The Perfect Tense:* page 81-85

Grade Five English Language Arts

Unit 4 Reading and Writing

Editing pages 93-101

- *Editing I: Use of Pronouns:*
 - Students will use pronouns to make their sentences less repetitive and cumbersome.
- *Editing II: Reading as an Editor:*
 - Students will learn new reading strategies that will support the editing process.

Publishing page 102-104 **Note:** Allow for additional time throughout the day for students to work on final products.

- *Publishing: Author's Note:*
 - Students will learn about an Author's Note and how it provides information about the author's background, motivation and intention.

Evaluation pages 105-107

- *Student Self-Reflection:*
 - Student will spend time reflecting on their work, the process and their final written product.

Recursive Strategies need to be included in all Units of Study. For reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. For writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Audience- the person or group for whom a selection is written or performed

Biography- a non-fiction account of someone's life that is written by someone other than the subject of the biography

Digital Source- an electronic reference used to gather or produce information

Direct Quotation- a report of the exact words of an author or speaker

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Grade Five English Language Arts

Unit 4 Reading and Writing

Evidence- something that shows, proves or gives reason for making a judgment

Inference- a conclusion drawn from prior knowledge and evidence or clues

Key detail- the single most important part of a whole or thought

Main idea- the most important thought or message in a paragraph or story

Multi-media- the combined use of several media such as sound, video or text

Plan- a method for doing something that has been thought out ahead of time

Print source- a printed reference used to gather or produce information

Publish- the final step in the writing process when the writer shares the work with others

Quotation- material that is repeated exactly

Reflect- to express carefully considered thoughts

Revise- a step in the writing process used to improve the original work

Source- a person, place or thing that provides information

Topic- the main thought or subject of a written work

Visual Display- a presentation or arrangement of data that can be viewed

Writer's purpose- the reason or reasons an author has for writing a selection

Grade Five English Language Arts

Unit 4 Reading and Writing

Assessment	Performance Task
<p><u>Formal</u> -DRA -Biography Rubric</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Rubric -Student Work from Learning Activities -Teacher and Peer Conferencing -Self Evaluations</p>	<p>TBD</p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Grade Five English Language Arts

Unit 4 Reading and Writing

Resources	Technology Resources
<p>Instructional</p> <p>-Student Work</p> <p>-Language Arts Addendum</p> <p>-Process Writing Framework</p> <p>-Core Word List</p> <p>-<i>Fundamentals of Writing</i> Unit Biography and Mentor Texts:</p> <ul style="list-style-type: none"> • <u>Abe Lincoln: The Boy Who Loved Books</u> by Kay Winters • <u>Alvin Ailey</u> by Andrea Davis Pinkney • <u>Celia Cruz, Queen of Salsa</u> by Veronica Chambers • <u>Ladies First: Women Athletes Who Made a Difference</u> by Ken Rappoport • <u>Lives of the Athletes</u> by Kathleen Krull • <u>A Picture Book by Harry Houdini</u> by David A. and Michael S. Adler • <u>River Boy: The Story of Mark Twain</u> by William Anderson • <u>Salt in His Shoes</u> by Deloris and Roslyn M. Jordan • <u>Talkin' About Bessie</u> by Nikki Grimes • <u>Who Was George Washington?</u> By Roberta Edwards <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p> <ul style="list-style-type: none"> • <u>Fox</u> by Margaret Wild <p>-<i>CROSSWALK Coach</i></p>	<p>Successmaker</p> <p>www.biography.com</p> <p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.whitehouse.gov/history/firstladies/index.html</p> <p>www.whitehouse.gov/history/presidents/index.html</p> <p>www.kathleenkrull.com/books.html</p> <p>www.pbs.org</p> <p>www.achievement.org</p> <p>www.42explore.com/debate.htm</p>

Grade Five English Language Arts

Unit 4 Reading and Writing

<p>-<i>The Reader's Handbook Teacher's Edition</i></p> <p><u>Teacher</u></p> <ul style="list-style-type: none">-Supporting Materials for Unit-Language Arts Addendum-Student Assessment Data-<i>CRISS</i> Manual-<i>Fundamentals of Writing: Biography Unit</i>-<i>Fundamentals of Grammar and Conventions</i>-<i>Writer's Express Teacher's Guide</i>-<i>Guiding Readers and Writers</i> by Fountas and Pinnell-<i>Teaching Written Response to Text</i> by Nancy Boyles-<i>Constructing Meaning</i> by Nancy Boyles-Thinking Verbs list (Bloom)-<i>CROSSWALK Coach</i>-<i>The Reader's Handbook Teacher's Guide</i>-Sitton Spelling	
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Interdisciplinary Connections
Library Media Specialists can teach students how to gather and use appropriate resources for their research

**Grade 5 English Language Arts
Unit 5**

Subject(s)	Reading Language Arts
Unit of Study	Unit 5: Using Persuasion (Correlates with Writing Unit 5 – Persuasive: Persuading Readers in Writing)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.5.R.L.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band independently and proficiently.
 CCR.5.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently.
 CCR.5.R.F.4 READ with sufficient accuracy and fluency to support comprehension.
 CCR.5.SL.1 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.

Priority and Supporting CCSS

CCR.5.R.I.2 DETERMINE two or more main ideas of a text and EXPLAIN how they are supported by key details; SUMMARIZE the text.
CCR.5.R.I.7 DRAW on information from multiple print or digital sources, demonstrating the ability to LOCATE an answer to a question quickly or to SOLVE a problem efficiently.
 CCR.5.R.I.8 EXPLAIN how an author uses reasons and evidence to support particular points in a text, IDENTIFY which reasons and evidence support which point(s).
 CCR.5.SL.1.c POSE and RESPOND to specific questions by making comments that contribute to the discussion and ELABORATE on the remarks of others.
 CCR.5.SL.3 SUMMARIZE the points a speaker makes and EXPLAIN how each claim is supported by reasons and evidence.
CCR.5.SL.4 REPORT on a topic or text or present an opinion, SEQUENCING ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; SPEAK clearly at an understandable pace.
CCR.5.SL.5 INCLUDE multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Grade 5 English Language Arts
Unit 5**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RI.2</p> <ul style="list-style-type: none"> • Informational text (e.g., literary non-fiction and expository/technical texts) • Main idea • Key details • Types of text structure (e.g., sequence, chronological order, definition, simple process, comparison) • Characteristics of an effective summary 	<p>RI.2 DETERMINE (two or more main ideas of a text) EXPLAIN (how the main ideas are supported by key details) SUMMARIZE (the text)</p>	<p>3 2 2</p>
<p>RI.7</p> <ul style="list-style-type: none"> • Digital sources • Graphics/images/illustrations (e.g., picture, photographs, charts, timelines, animation, interactive elements on Web pages, audio, visual) • Media formats (e.g., visual, oral, quantitative) • Relevant versus irrelevant information • Reliable versus unreliable sources 	<p>RI.7 DRAW (on information from multiple print or digital sources) ACCESS/USE (media sources) DIFFERENTIATE (between reliable and unreliable sources) LOCATE (an answer to a question quickly) SOLVE (a problem efficiently)</p>	<p>3 3 4 2 3</p>
<p>SL.4</p> <ul style="list-style-type: none"> • Topic or text • Opinion • Logical sequence of facts and details • Main idea 	<p>SL.4 REPORT (on a topic or text or present an opinion) SEQUENCE (ideas logically using appropriate facts and relevant, descriptive details to support main idea or theme)</p>	<p>2 3</p>

**Grade 5 English Language Arts
Unit 5**

<ul style="list-style-type: none"> • Theme 	SPEAK (at an understandable pace)	2
SL.5 <ul style="list-style-type: none"> • Multi-media components • Visual displays 	SL.5 INCLUDE (multi-media components, such as graphics and sound, and visual displays in presentations when appropriate to enhance development of main ideas and themes)	3

Essential Questions	Corresponding Big Ideas
1. What strategies do I use to develop an effective summary? 2. How can I use information from various text/media sources to help me solve problems and answer questions? 3. How can I enhance my presentation to make it most effective?	1. Effective readers use a variety of strategies to make sense of key ideas and details presented in texts. 2. Good readers use information from a variety of text/media sources to answer and solve problems. 3. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Grade 5 English Language Arts
Unit 5**

Learning Experiences

Focus of Unit (Informational Text)	Teacher Notes
<ul style="list-style-type: none">• Determining two or more main ideas and summarizing text• Locating information using multiple print and digital sources to report on a topic or text or <u>presenting an opinion</u>• Including multi-media and visual displays <p>Activities</p> <p>Note: This reading unit should emphasize writing <u>short opinion pieces</u> as students will be researching and writing a persuasive essay during the writing block.</p> <ul style="list-style-type: none">• The students will determine two or more main ideas in an informational text and will summarize text.<ul style="list-style-type: none">○ Follow Making Meaning,<ul style="list-style-type: none">➤ Unit 8, Week 1, Days 1-4, pages 422-441 focusing on making inferences to determine important and supporting ideas. Note: Model how to write a summary. Explain to students that the main ideas and supporting details will help to summarize a story (e.g., <i>Summarizing a text will help you to remember the most important ideas. When you summarize, you tell only the key details while leaving out the ideas that are not as important. It is important to use your own words and ideas in the same order as the text you are summarizing.</i>).➤ Unit 8, Week 2, Days 1-4, pages 444-460 focusing on making inferences and determining important and supporting ideas as well as supporting opinions. Note: Students should summarize text both orally and in writing. Additional lessons <i>CROSSWALK Coach</i>, Lessons 8 and 9, pages 78-89.○ Provide opportunities for students to read informational texts/articles independently and in small groups. During reading, students will gather the information into Power Notes: Power 1- Topic, Power 2- Main Ideas, Power 3/4- Key Details. Note: Teacher will need to model CRISS Strategies. Students can share main ideas and supporting details as	

**Grade 5 English Language Arts
Unit 5**

well as written summaries with others.

- Discussion/Journal Entries:
 - What are the main ideas of the article? Which key details support these main ideas?
 - Summarize the information in the article.

- The students will locate information from multiple print and digital sources to report on a topic, text or opinion and will present a short opinion presentation which will include multi-media or visual displays. **Note:** Leave about three to five days in unit for students to work on gathering information about a topic and preparing a final product. Due to pacing, some of the independent work may need to be done outside of school.

- Brainstorm with students a list of reference materials that can be used for resources when gathering information about a particular topic (e.g., encyclopedia, almanac, online directories). Use Lesson 13 from *CROSSWALK Coach*, pages 110-113 and create an anchor chart that introduces and identifies sources and their purposes. See example that follows. **Note:** This chart can be used again in future units of study.

Reference Material	What it is and Purpose

- Discuss with students which reference material or resource would be best to use, or not best to use, when finding out information on topics under study (e.g., how to use information to solve a problem or simply answer questions using informational text).
 - *Which website offers the best advice?*
 Lead a discussion about where to find the most reliable information when using online directories. Refer to *Reader's Handbook Teacher's Edition* pages 289-304 and page 111 *Crosswalk Coach: Government Web sites: Web addresses ending with .gov, Official Web sites of reputable news organizations. Review how to site sources accurately (from Reading Unit 2).*
- Students can work together to select a topic based on Social Studies or Science content

**Grade 5 English Language Arts
Unit 5**

to conduct short research on. (**Note:** *CROSSWALK Coach*, Lesson 14, pages 116-117 addresses how to make a claim.) Once students have a topic in mind, help students select appropriate sources for learning as well how their information will be gathered and organized.

- Provide time for students to work independently and collaboratively in small groups using several sources (e.g., books, websites) to locate and collect information, taking notes during reading. Students will create a short Powerpoint to present new learning.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Digital Source- an electronic reference used to gather or produce information

Evidence- something that shows, proves or gives reason for making a judgment

Format- the organization or arrangement of something

Key detail- the single most important part of a whole or thought

Main idea- the most important thought or message in a paragraph or story

Multi-media- the combined use of several media such as sound, video or text

Print source- a printed reference used to gather or produce information

Sequence- the order in which things happen

Summary- a shortened version of something that has been said or written, containing only the main points

Theme- most important idea of a written selection (author's message)

Visual Display- a presentation or arrangement of data that can be viewed

Visual Presentation- a demonstration, speech or performance that can be viewed

**Grade 5 English Language Arts
Unit 5**

Assessment	Performance Tasks
<p><u>Formal</u> -MAP -Rubric</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Rubric -Student Work from Learning Activities</p>	<p>TBD</p> <p><i>Students read short informational articles with subheadings removed and replaced with numbers. Students read sections and write sub-headings that capture the main ideas of sections. Students can then support subheading with details from the texts.</i></p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix for Additional Research Based Instructional Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Informational Texts (including short articles) -Anchor Texts:</p> <ul style="list-style-type: none"> • <u>Letting Swift River Go</u> by Jane Yolen from <i>Making Meaning</i> • <u>A River Ran Wild</u> by Lynne Cherry from <i>Making Meaning</i> • <i>Time for Kids</i> box • <i>Cobblestones</i> • <i>National Geographic</i> <p>-Additional Books</p>	<p>Successmaker</p> <p>www.schoolwidedfundamentals.com</p> <p>www.Teacher.scholastic.com/activities/writing/tguide</p> <p>www.nationalgeographic.com</p>

**Grade 5 English Language Arts
Unit 5**

<ul style="list-style-type: none">• <i>Fundamentals of Writing: Essay Unit Mentor Texts</i>• <u>The Mary Celeste</u> by Jane Yolen <p>-Language Arts Addendum -Student Work -<i>CROSSWALK Coach</i> -<i>The Reader's Handbook</i> -<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -Language Arts Addendum -<i>The Reading Handbook</i> -Student Assessment Data -<i>CRISS Manual</i> - <i>Guiding Readers and Writers</i> by Fountas and Pinnell -<i>Teaching Written Response to Text</i> by Nancy Boyles -<i>Constructing Meaning</i> by Nancy Boyles -Thinking Verbs list (Bloom) -<i>CROSSWALK Coach</i> -<i>The Reader's Handbook</i> -<i>Making Meaning</i></p>	
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Interdisciplinary Connections	

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

Subject(s)	Reading and Writing Language Arts
Unit of Study	Unit 6: Studying the Craft of Persuasion and Research for Persuasive Argument Note: This unit integrates both Reading and Writing. Therefore, combine reading and writing blocks and have one "Literacy Block".
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment) Note: May need all 25 Days for Instructional Days

Overarching Standards (OS)	
<p>CCR.5.R.I.10 By the end of the year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p>CCR.5.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCR.5.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.5.W.6 With some guidance and support from adults, USE technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; DEMONSTRATE sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CCR.5.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCR.5.SL.1 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.</p> <p>CCR.5.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.5.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.5.L.2.e SPELL grade-appropriate words correctly, consulting references as needed.</p> <p>CCR.5.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

Priority and Supporting CCSS
<p>CCR.5.R.1.3 DESCRIBE the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CCR.5.R.1.6 ANALYZE multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCR.5.W.7 CONDUCT short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCR.5.W.8 RECALL relevant information from experiences or gather relevant information from print and digital sources; SUMMARIZE or PARAPHRASE information in notes and finished work, and provide a list of sources.</p> <p>CCR.5.W.9 DRAW evidence from literary or informational texts to support analysis, reflection and research.</p> <p>CCR.5.SL.1.c POSE and RESPOND to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCR.5.SL.6 ADAPT speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>RI.6</p> <ul style="list-style-type: none"> • Point of view • Author's viewpoint/attitude/bias • Author's purpose for writing a text • Audience • Compare and contrast 	<p>RI.6 DESCRIBE (author's purpose) ANALYZE (multiple accounts of same event or topic) NOTE (important similarities and differences in the point of view they represent)</p>	<p>2 4 2</p>
<p>W.7</p> <ul style="list-style-type: none"> • Short research • How to use a variety of sources 	<p>W.7 CONDUCT (short research projects that use several sources to build knowledge through investigation of different aspects of a topic)</p>	<p>6</p>

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

<p>W.8</p> <ul style="list-style-type: none"> • Topic • Relevant information • How to summarize • How to list sources 	<p>W.8 RECALL (relevant information from experiences or gather relevant information from print and digital sources) SUMMARIZE/PARAPHRASE (information in notes and finished work, and provide a list of sources)</p>	<p>1</p> <p>2</p>
<p>SL.1c</p> <ul style="list-style-type: none"> • Questions • Discussion • Topic 	<p>SL.1c POSE (specific questions) RESPOND (to questions by making comments that contribute to the discussion and elaborate on the remarks of others)</p>	<p>6</p> <p>5</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What do good researchers do? 2. What makes collaboration meaningful? 	<ol style="list-style-type: none"> 1. Good researchers take a stance, and use information from readings to provide compelling evidence to support stance. 2. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

Learning Experiences	
<p>Focus of Unit (Independent Research Connected to a Social Studies topic)</p> <ul style="list-style-type: none">• Analyzing multiple accounts an same event or topic, noting different points of view• Conducting <u>short research</u> to write an opinion piece of writing• Recalling information and summarizing• Posing and responding to questions and adding to discussion <p>Activities</p> <p>Note: A good portion of this unit will require students to work independently integrating what they have learned from previous units of study. Mini-lessons will be imbedded throughout the unit based on student needs.</p> <ul style="list-style-type: none">• The students will explore topics under study connected to Social Studies (e.g., American Revolution) to conduct short research in which they will write a short persuasive writing piece.<ul style="list-style-type: none">○ As an introductory lesson, model for students how to read and analyze two different texts with the same topic told from different points of view using <i>CROSSWALK Coach</i> Lesson 12, pages 102-109. Use a graphic organizer such as a Venn-Diagram to compare and contrast information read. Provide opportunities for students to read and take notes to compare and contrast two different texts on the same topic focusing on the different points of view. Students record similarities and differences using a similar graphic organizer. Discussion prompts could include:<ul style="list-style-type: none">▪ <i>After reading _____ and _____, in what ways are they similar and different? How are those similarities and differences related to each author’s viewpoint?</i>○ Follow <i>Reader’s Handbook Teacher’s Guide</i>, pages 124-128 focusing on persuasive writing. Have Students will recall what they learned in previous units about Persuasive Writing while discussing the difference between persuasive reading and writing.○ Guide students to select a topic to research. Discuss the variety of resources that could be used to help them gather additional information about the topic. Create a class chart reviewing ideas on how to look for good electronic resources to support upcoming research. See sample:	<p><u>Teacher Notes</u></p>

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

Preparation	<i>Does the page take a long time to load?</i>
People	<i>Is the author an expert on this topic?</i>
Purpose	<i>Is the purpose of this site listed?</i>
Parts	<i>What makes this site easy to use? Were there pictures or graphics? Were they helpful?</i>
Publication	<i>Where does the information come from? When was the site created?</i>
Plan	<i>Is this information useful for my purpose? Why should I use this information?</i>

- Review the different ways in which readers can take careful and precise notes during reading (e.g., CRISS Strategies, Marginal Notes, Post-It Notes) allowing the students to select a note-taking strategy that works best for them. **Note:** Teachers may need to review how to cite sources accurately. For lesson ideas related to the Common Core State Standards, see link at the Staff Intranet: Google Search Education.
- Students will conduct close readings using multiple sources in order to collect and gather relevant information around their topic. Provide opportunities for students to meet in small groups to discuss what they have been reading including how to take a stance with reasons and evidence. Students will discuss how to compare and contrast the many faces of the topic under study and the different perspectives of various authors. Students will debate issues under study. Discussion prompts:
 - *Although some people believe _____, it may actually be argued that _____.*
 - *Despite _____, I want to argue that _____.*
 - *While it may be true that _____, the real point to consider is that _____.*
(Example: *While it may be true that NASA has not yet discovered life in outer space, the real point to consider is that there certainly might be life on other planets.*)
- Students can then write a short essay in which will bring to publication:
 - An introduction that sets the readers up to know what they will be reading about, what the topic/thesis statement is, and the writer's position.
 - A main body that provides ordered reasons supported by facts and details.
 - A conclusion that sums up the important information or restates the writer's

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

position and leaves the reader with some big ideas.
Note: Class essays can be posted on a blog as an option.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. For writing, these include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Account- a statement of facts or events

Audience- the person or group for whom it a selection is written or performed

Claim- a statement of assertion presented as a fact

Compare- to examine in order to note similarities and differences; to describe as similar

Concept- a general notion or idea

Contrast- to compare two persons or things to show the differences between them

Connection- a link between two ideas or texts

Detail- a small part of a whole

Difference- a feature that is unlike or dissimilar to another

Digital source- an electronic reference used to gather or produce information

Discussion- a conversation or exchange of views

Idea- a thought or plan carefully formed in the mind

Interactions- the action or influence of people, groups, or things on another

Multimedia- the combined use of several media, such as sound, video or text

Paraphrase- to retell or restate in one's own words

Point of view- the way an author tells a story

Print source- a printed reference used to gather or produce information

Purpose- an intended or desired result

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

<p>Quotation- material that is repeated exactly</p> <p>Reference material- a source that provides information</p> <p>Relationship- a connection or association between two or more things</p> <p>Research- careful investigation or study of a topic</p> <p>Similarity- a way in which two or more things are alike</p> <p>Summarize- to tell or write briefly about the main ideas in a selection</p> <p>Transition words- a word, phrase or clause that connects one idea to another</p> <p>Writer's purpose- the reason or reasons an author has for writing a selection</p>

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> -Rubrics <p>Informal</p> <ul style="list-style-type: none"> -Teacher Observation -Anecdotal Notes -Teacher Conferencing -Rubric/Checklist -Student Work from Learning Activities 	<p>TBD</p>

Instructional Strategies
<p>-CRISS Strategies</p> <p>See Appendix for Additional Research Based Instructional Strategies</p>

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Language Arts Addendum 	<p>For use of Electronic Persuasion Map:</p>

**Grade 5 English Language Arts
Unit 6 Reading and Writing**

<p>-Student Work -Science or Social Studies Texts/Excerpts TBD -<i>CROSSWALK Coach</i> -<i>Reader's Handbook</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -Language Arts Addendum -<i>The Reader's Handbook</i> -Student Assessment Data -<i>CRISS Manual</i> - <i>Guiding Readers and Writers</i> by Fountas and Pinnell -<i>Teaching Written Response to Text</i> by Nancy Boyles -<i>Constructing Meaning</i> by Nancy Boyles -Thinking Verbs list (Bloom) -<i>CROSSWALK Coach</i> -<i>Reader's Handbook</i></p>	<p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/</p> <p>Link to Staff Intranet for Google Search Education</p>
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Interdisciplinary Connections