

# English Language Arts

## **Grade 5: Unit 1**



### Curriculum

Lower Township Elementary Schools

2015

<b>Content Area:</b>	<b>English Language Arts</b>	<b>Grade Level: 3</b>	<b>Timeline: 33 days</b>
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<b>Content Area:</b>	<b>ELA Reading</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 1 School Spirit</b>		
<b>Anchor Standard (ELA)</b>			
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>			
<b>Overview/Rationale</b>			
<p>This five-week unit encourages students to develop their reading strategies while exploring several different genres.</p> <p>HMH Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practiced and opportunities of these skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.</p>			

Unit 1 “School Spirit” focuses on the Big Idea “We Never Stop Learning”. Students learn what our differences can teach us.

Students will engage the text in multiple, meaningful ways (e.g., compare and contrast, identify and use text and graphic features, infer and predict what characters think and do, visualize to identify theme).

## **Standard(s)**

### **Reading Standards for Literature**

#### *Key Ideas and Details*

**RL. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL. 5.2-** 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.

**RL. 5.3-** 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).

#### *Craft and Structure*

**RL. 5.4-** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL. 5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL. 5.6-** Describe how a narrator’s or speaker’s point of view influences how events are described.

#### *Integration of Knowledge and Ideas*

**RL. 5.9-** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### *Range of Reading and Complexity of Text*

**RL. 5.10-** 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

### **Reading Standards for Informational Text**

#### *Key Ideas and Details*

**RI. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI. 5.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI. 5.3-** 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.

#### *Craft and Structure*

**RI. 5.4-** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**RI. 5.5-** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI. 5.6-** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

*Integration of Knowledge and Ideas*

**RI. 5.7-** 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.

**RI. 5.9-** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*Range of Reading and Level of Text Complexity*

**RI. 5.10-** 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.

**Reading: Foundational Skills**

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*Fluency*

*RF.5.4a*

**RF.5.4-** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

**W.5.3a-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.5.3b-** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**W.5.3c-** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**W.5.3d-** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.5.3e-** Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

**W.5.6-** 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.

*Research to Build and Present Knowledge*

**W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8-** 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.

**W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9a-** Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

**W.5.9b-** Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

*Range of Writing*

**W.5.10-** 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.

**Speaking and Listening**

*Comprehension and Collaboration*

**SL.5.1-** 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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2-** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

*Presentation of Knowledge and Ideas*

**SL.5.4-** 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.

**SL.5.5-** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6-** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

## Language

### *Conventions of Standard English*

**L.5.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**L.5.1a-** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**L.5.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2a-** Use punctuation to separate items in a series.\*

**L.5.2b-** Use a comma to separate an introductory element from the rest of the sentence.

**L.5.2c-** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

**L.5.2d-** Use underlining, quotation marks, or italics to indicate titles of works.

**L.5.2e-** Spell grade-appropriate words correctly, consulting references as needed.

### *Knowledge of Language*

**L.5.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.5.3a-** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**L.5.3b-** Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

### *Vocabulary Acquisition and Use*

**L.5.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

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

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

**L.5.6-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

## Essential Question(s)

- How do events advance the story's plot?
- How can graphics help you learn about a story?
- What can our differences teach us?
- Explain how story events can be used to teach/learn a skill?
- How can a character be used to teach an important trait?
- What makes a narrative fictional?
- How can you create a story from imagined experiences?

- Why do you use quotations when writing dialogue?

### **Enduring Understandings**

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Word analysis and decoding skills are foundational for success as a reader.

Fluent readers accurately process print with expression at an appropriate rate.

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### **Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

### **Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>



Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Unit Skills

#### **Vocabulary/Vocabulary Strategies**

- Target vocabulary
- Using Context
- Prefixes
- Context Multiple-Meaning Words
- Suffixes

#### **Comprehension Skill/Strategy**

- Story Structure/Summarize
- Text and Graphic Features/Question
- Compare and Contrast/Infer and Predict
- Sequence of Events/Monitor and Clarify
- Theme/Visualize
- Making Connections
- Listening and Speaking: such as Ask and Answer Questions
- Author's Craft: such as Idioms

#### **Fluency/Decoding**

- Expression
- Accuracy
- Intonation
- Phrasing: Pauses
- Stress
- Decoding/timed format

#### **Grammar**

- Complete Sentences
- Kinds of Sentences
- Compound Sentences
- Common and Proper Nouns

- Singular and Plural Nouns
- Others as needed

**Spelling**

- Vowel Sounds
- Others as needed

**Writing**

- Narrative Paragraph/Ideas
- Descriptive Composition/Voice
- Dialogue/Word Choice

**Target Learning**

- Continue to develop and expand vocabulary
- Identify and comprehend the structure of a story
- Identify and use text and graphic features
- Use compare and contrast to infer and predict what characters think and will do
- Use visualize strategy to identify theme
- Continue to refine fluency strategies
- Identify and apply grammatical techniques to edit and revise writing
- Identify focused traits and apply techniques to writing
- Identify and apply narrative techniques used by authors
- Demonstrate correct use of skills in a narrative writing sample
- Correctly use/punctuate written dialogue

**Assessments**

**Summative**

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments

**Formative**

- Entry/Exit Slips
- Running Records
- Progress Monitoring
- Classwork/Homework
- Guided Practice
- Open Ended Questions (C.A.S.E.S)

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice

	<ul style="list-style-type: none"> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling -</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 120 minutes to include Reading, Writing, Spelling/Word Work</i></p>	<ul style="list-style-type: none"> <li>- Reading Response Logs</li> <li>- Skill Based Groups</li> <li>- Guided Reading Groups</li> <li>- Tape Assisted reading</li> <li>- Readers Theater</li> <li>- Reader's Workshop</li> <li>- Repeated Reading</li> <li>- Anticipation Guides</li> <li>- Directed Reading and Thinking Activity</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Literature Circles</li> <li>- Close Reading</li> <li>- Open-Ended Responses (C.A.S.E.S)</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	
<p>Text: Journeys Lessons 1-5  Levelled Readers  Assessment Books  Blackline Masters  Vocabulary Cards  Workstations  LCD Projector  Internet Resources</p>	

www.k6.thinkcentral.com  
www.readwritethink.org  
Units of Study/Lucy Calkins  
6+1 Trait Crate  
Mentor Texts

Suggested Time Frame: 6 Weeks (Late September, October, and First Week of November)

**Content Area:** ELA Writing **Grade(s)** 5

**Unit Plan Title:** Unit 1 Narrative Writing

**Anchor Standard (ELA)**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 tasks, purposes, and audiences.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Demonstrate understanding of word relationships and nuances in word meanings.

**Overview/Rationale**

This six-week unit encourages students to take risks with language and to explore their personal writing style.

Students will produce short term and long term personal narratives and written response to literature (summary, open-ended questions), building upon geographical and cultural connections from Social Studies and Science content.

Students will complete long and short term narrative pieces. A long term narrative piece should take a few weeks to develop. Narrative must introduce a character, utilize dialogue, and discuss character's response to situations.

Refer to Mankind verse Nature Pacing Chart for specific details and lesson components.

## Standard(s)

### Writing

#### *Text Types and Purposes*

**W.5.3-** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### *Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### *Range of Writing*

**W.5.10-** 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.

### Speaking and Listening

#### *Comprehension and Collaboration*

**SL.5.1-** 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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### Language

#### *Vocabulary Acquisition and Use*

**L.5.5-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Technology Standards:

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Essential Question(s)**

- What do good writers do?
- What's my purpose and how do I develop it?
- Writing clearly: What makes a difference?

- Final product: What does it take?
- Why write?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- When a word doesn't make sense, what can I do?
- How do I use what I know to figure out what I don't know?

### **Enduring Understandings**

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and timeframe.

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### **Student Learning Targets/Objectives**

- Participate in a variety of collaborative discussions and construct questions to demonstrate understanding.
- Create an anchor chart(s) which include(s): A list of topics for writing, The writing process, A writer's checklist, The writing rubric.
- Students collaborate to generate questions to demonstrate their understanding of the material and have students choose the topic for their long term narrative writing piece.
- Summarize the text orally and in writing.
- Explain how evidence is used to support specific points.
- Write a narrative piece which includes, dialogue, description and appropriate pacing.
- Use the relationship between particular words (e.g., homographs, homophones) to better understand each of the words.
- Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.
- Produce long and short term narrative writing.
- Students will prewrite their long term narrative writing piece
- Students will draft rough copy of their long term narrative writing piece

- Students will edit the rough copy of their long term narrative writing piece
- Participate in collaborative discussions.
- Use proper resources (dictionaries, glossaries and thesauruses) to clarify the meaning and pronunciation of words.
- Students will need to have an understanding of, and use, the following academic vocabulary relative to the content of this unit:

*Connections, Questioning, Visualizing, Inferences, Determining Importance, Synthesizing, Theme, Point of View, Sequence of Events, Short Story, Drama, Poem, Evidence, Narrator, Characterization, Dialogue, Description, Sensory Details, Author's Purpose, Synonyms, Antonyms, Homographs, Roots, Prefixes, Affixes*

### Assessments

#### Formative

- On Demand #2
- Published Narrative Piece
- Performance Based Assessments

#### Summative

- On-Demand #1
- Conferences
- Active Engagement

### Teaching and Learning Actions

#### *Instructional Strategies/Differentiation*

#### **Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers



<p><i>Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing and Share</i></p>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer’s Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing- Grade 5</i>  <i>Resource CD</i>  <a href="http://Readingandwritingproject.org">Readingandwritingproject.org</a></p>	
<p>Suggested Time Frame:</p>	<p>8 Weeks (Late September, October, and First Week of November)</p>

English Language Arts

**Grade 5: Unit 2**



Curriculum

Lower Township Elementary Schools

2015

<b>Content Area:</b>	<b>ELA Reading</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 2 Wild Encounters</b>		
<b>Anchor Standard (ELA)</b>			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (<i>e.g., a section, chapter, scene, or stanza</i>) relate to each other and the whole.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p>			
<b>Overview/Rationale</b>			
<p>This five-week unit encourages students to develop their reading strategies while exploring several different genres.</p> <p>HMH Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practiced and opportunities of these skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.</p> <p>Unit 2 “Wild Encounters” focuses on the Big Idea of “Nature Deserves our Respect”. Students learn how nature and people interact.</p> <p>Students will engage the text in multiple, meaningful ways (<i>e.g., distinguish between and identify cause and effect relationships, draw conclusion from text details, and recognize text that is written to persuade</i>).</p>			

## Standard(s)

### Reading Standards for Literature

#### *Key Ideas and Details*

**RL. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL. 5.3-** 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).

#### *Craft and Structure*

**RL. 5.4-** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL. 5.6-** Describe how a narrator's or speaker's point of view influences how events are described.

#### *Integration of Knowledge and Ideas*

**RL.5.7-** 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).

**RL. 5.9-** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### *Range of Reading and Complexity of Text*

**RL. 5.10-** 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

### Reading Standards for Informational Text

#### *Key Ideas and Details*

**RI. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI. 5.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI. 5.3-** 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.

#### *Craft and Structure*

**RI. 5.4-** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**RI. 5.5-** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI. 5.6-** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### *Integration of Knowledge and Ideas*

**RI. 5.7-** 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.

**RI. 5.8-** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

*Range of Reading and Level of Text Complexity*

**RI. 5.10-** 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.

**Reading: Foundational Skills**

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*Fluency*

**RF.5.4-** Read with sufficient accuracy and fluency to support comprehension.

- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.

**Writing**

*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

**W.5.1-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

- a- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b- Provide logically ordered reasons that are supported by facts and details.
- c- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d- Provide a concluding statement or section related to the opinion presented.

**W.5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- a- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e- Provide a concluding statement or section related to the information or explanation presented.

**W.5.3a-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

sequence of events.

#### *Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

**W.5.6-** 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.

#### *Research to Build and Present Knowledge*

**W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9a-** Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

**W.5.9b-** Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### *Range of Writing*

**W.5.10-** 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.

### **Speaking and Listening**

#### *Comprehension and Collaboration*

**SL.5.1-** 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.

- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2-** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3-** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

*Presentation of Knowledge and Ideas*

**SL.5.4-** 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.

**SL.5.6-** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

**Language**

*Conventions of Standard English*

**L.5.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

c- Use verb tense to convey various times, sequences, states, and conditions

e- Use correlative conjunctions (e.g., *either/or, neither/nor*).

**L.5.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a- Use punctuation to separate items in a series.\*

b- Use a comma to separate an introductory element from the rest of the sentence.

d- Use underlining, quotation marks, or italics to indicate titles of works.

e- Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

**L.5.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

*Vocabulary Acquisition and Use*

**L.5.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

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

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

**L.5.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b- Recognize and explain the meaning of common idioms, adages, and proverbs.

c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6**- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>



Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

**Essential Question(s)**

- What effect can one person have on a character or the plot in a story?
- Can nature bring out the best in a character?
- How can persuasive writing influence a story’s cause?
- What conclusions can we draw about a story’s setting?
- How can we identify the important ideas within a story, topic etc.?
- Why do you write to inform?
- How do you organize information in a writing piece?

**Enduring Understandings**

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Word analysis and decoding skills are foundational for success as a reader.

**Student Learning Targets/Unit Skills**

**Vocabulary/Vocabulary Strategies**

- Target vocabulary
- Antonyms
- Idioms
- Prefixes
- Greek and Latin Roots
- Analogies

**Comprehension Skill/Strategy**

- Cause and Effect/Question
- Understanding Characters/Visualize

- Persuasion/Analyze and Evaluate
- Conclusions and Generalizations/Infer and Predict
- Main Ideas and Details/Monitor and Clarify
- Making Connections
- Listening and Speaking: such as Compare Print and Nonprint Information
- Author's Craft: such as First Person Point of View

### **Fluency/Decoding**

- Expression
- Intonation
- Adjust Rate to Purpose
- Phrasing: Punctuation
- Stress
- Decoding/timed format

### **Grammar**

- Verbs
- Direct and Indirect Objects
- Conjunctions
- Complex Sentences
- Quotations
- Others as needed

### **Spelling**

- Vowel Sounds
- Homophones
- Compound Words
- Others as needed

### **Writing**

- Cause and Effect Paragraphs/Organization
- Poem/Word Choice
- Persuasive Paragraph/Ideas
- Response Essay/Ideas/Sentence Fluency

#### **Target Learning**

- Continue to develop and expand vocabulary
- Distinguish between and identify cause and effect relationships
- Identify character's actions, words, and thoughts in text
- Recognize text that is written to persuade
- Draw conclusions from text details
- Continue to refine fluency strategies
- Identify and apply grammatical techniques to edit and revise their writing
- Identify focused traits and apply techniques to their writing
- Write in response to a question
- Explain the process of completing a task in an informational writing piece
- Organize information through linking words, phrases and clauses in writing

**Assessments**

**Summative**

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments

**Formative**

- Entry/Exit Slips
- Running Records
- Progress Monitoring
- Classwork/Homework
- Guided Practice
- Open Ended Questions (C.A.S.E.S)

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Conferencing
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 120 minutes to include Reading, Writing, and Spelling/Word Work*

- Reading Response Logs
- Skill Based Groups
- Guided Reading Groups
- Tape Assisted reading
- Readers Theater
- Reader's Workshop
- Repeated Reading
- Anticipation Guides

	<ul style="list-style-type: none"> <li>- Directed Reading and Thinking Activity</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Literature Circles</li> <li>- Close Reading</li> <li>- Open-Ended Responses (C.A.S.E.S)</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>		
<b>Resources</b>			
<p>Text: Journeys Lessons 1-5  Leveled Readers  Assessment Books  Blackline Masters  Vocabulary Cards  Workstations  LCD Projector  Internet Resources  <a href="http://www.k6.thinkcentral.com">www.k6.thinkcentral.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Units of Study/Lucy Calkins  6+1 Trait Crate  Mentor Texts</p>			
<b>Suggested Time Frame:</b>			
<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 2 Expository / Informational Writing</b>		
<b>Anchor Standard (ELA)</b>			
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. //

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Overview/Rationale**

. This six-week unit encourages students to take risks with language and to explore their personal writing style.

Students will produce short term personal narratives; short and long term research pieces; and written response to literature (summary, open-ended questions), developing knowledge on components of how to write a research report while using Social Studies and Science content.

Students will conduct a short term research piece through completion of the Talking Statue project, listed on the Vineland Public Schools Intranet. Speaking and Listening standards are completed by performing an oral presentation of this project to the class.

Students will complete short term narrative pieces, averaging a completed written piece once a week.

Students will generate their own topic for a long-term research paper related to the Revolutionary War. Topics are generated through researching events and people during war time using books, internet resources, encyclopedias, and other reference materials (YouTube, Media Center, etc). Students will learn how to properly cite references.

Following the research paper, students will decide which side of the war they support. Students will need to generate an opinion paper trying to convince a friend or relative to share their perspective on the war. Student writing must introduce their opinion on the War, ideas that logically relate to their opinion, and facts that support stated ideas.

## Standard(s)

### Writing

#### *Text Types and Purposes*

**W.5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

#### *Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

**W.5.6** 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.

### Speaking and Listening

**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

### Language

#### *Conventions of Standard English*

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- c. Use verb tense to convey various times, sequences, states, and conditions.

#### *Vocabulary Acquisition and Use*

**L.5.4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Essential Question(s)**

- What do good writers do?
- What’s my purpose and how do I develop it?
- Writing clearly: What makes a difference?

- Final product: What does it take?
- What do good researchers do?
- “Cut and Paste:” What’s the problem?
- Why write?
- What do good writers do?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- What makes a presentation “great”?
- “What I say” versus “how I say it”, does it really matter?
- Why do the rules of language matter?
- Communicating clearly: What does it take?
- When a word doesn’t make sense, what can I do?
- How do I use what I know to figure out what I don’t know?

### **Enduring Understandings**

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and timeframe.

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### **Student Learning Targets/Objectives**

- Participate in a variety of collaborative discussions and construct questions to demonstrate understanding.
- Summarize the text orally and in writing.
- Create an anchor chart(s) which include(s): A list of topics for writing, The writing process, A writer’s checklist, The writing rubric.
- Create separate anchor charts which include: Components of a research report; opinion writing; and how to effectively summarize text.
- Students collaborate to generate questions to demonstrate their understanding of the material and have students choose the topic for their long term research writing piece.
- Students will provide logically ordered reasons that are supported by facts and details.



- Link opinion and reasons using transition words (e.g., consequently, specifically).
- Clearly introduce topic when writing informative/explanatory text.
- Develop topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Use a variety of transitional words to manage the sequence of events.
- Use concrete words, phrases, and sensory details to convey experiences and events precisely.
- Explain how evidence is used to support specific points.
- Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.
- Produce short term narrative writing.
- Students will draft rough copy of their long term research writing piece
- Students will edit the rough copy of their long term research writing piece
- Participate in collaborative discussions.
- Create writing pieces routinely over extended (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, purposed and audiences.
- Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- When reporting on a topic, sequence events logically.
- Recognize and correct inappropriate shifts in verb tense.
- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*); tag questions (e.g., *It's true, isn't it?*); and to indicate direct address (e.g., *Is that you, Steve?*)
- Use context clues to determine unknown and multi-meaning words and phrases based on grade 5 reading and content.
- When presenting a report, use appropriate facts, descriptive details to support main ideas or themes.
- Speak clearly at an understandable pace when presenting a report.
- Acquire phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
- Acquire and use grade appropriate general academic and domain specific words.

- Students will need to have an understanding of, and use, the following academic vocabulary relative to the content of this unit:

*Connections, Questioning, Visualizing, Inferences, Determining Importance, Synthesizing, Theme, Point of View, Sequence of Events, Short Story, Drama, Poem, Evidence, Narrator, Characterization, Dialogue, Description, Sensory Details, Author's Purpose, Synonyms, Antonyms, Homographs, Roots, Prefixes, Affixes*

**Assessments**

Summative

- On Demand #2
- Published Piece

Formative

- On Demand #1
- Conferences
- Active Engagement
- Goals

*Teaching and Learning Actions*

<i>Instructional Strategies</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Daily testing</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
	<i>Activities</i>

	<ul style="list-style-type: none"> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer’s Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> <li>- Use multiple resources</li> <li>- Cite resources effectively</li> </ul>
Resources	
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing- Grade 5</i>  <i>Resource CD</i>  <i>Readingandwritingproject.org</i></p>	
Suggested Time Frame:	8 weeks

# English Language Arts

## **Grade 5: Unit 3**



### Curriculum

Lower Township Elementary Schools

2015

<b>Content Area:</b>	<b>ELA Reading</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 3 Revolution!</b>		
<b>Anchor Standard (ELA)</b>			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (<i>e.g., a section, chapter, scene, or stanza</i>) relate to each other and the whole.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p>			
<b>Overview/Rationale</b>			
<p>This five-week unit encourages students to develop their reading strategies while exploring several different genres.</p> <p>HMH Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practiced and opportunities of these skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.</p> <p>Unit 3 “Revolution” focuses on the Big Idea of “Effects one person can have on history”. Students learn how individual acts of bravery helped to shape history.</p> <p>Students will engage the text in multiple, meaningful ways (<i>e.g., identify cause and effect, ask questions to determine whether statements are fact or opinion, draw conclusions and make generalizations, and summarize a text using sequence</i>).</p>			
<b>Standard(s)</b>			

## **Reading Standards for Literature**

### *Key Ideas and Details*

**RL. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL. 5.2-** 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.

### *Craft and Structure*

**RL. 5.4-** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL. 5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### *Integration of Knowledge and Ideas*

**RL.5.7-** 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).

**RL. 5.9-** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### *Range of Reading and Complexity of Text*

**RL. 5.10-** 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

## **Reading Standards for Informational Text**

### *Key Ideas and Details*

**RI. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI. 5.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI. 5.3-** 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.

### *Craft and Structure*

**RI. 5.4-** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**RI. 5.5-** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI. 5.6-** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### *Integration of Knowledge and Ideas*

**RI. 5.7-** 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.

**RI. 5.8-** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI. 5.9-** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*Range of Reading and Level of Text Complexity*

**RI. 5.10-** 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.

**Reading: Foundational Skills**

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*Fluency*

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4-** Read with sufficient accuracy and fluency to support comprehension.

- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

**W.5.1-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

- a- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b- Provide logically ordered reasons that are supported by facts and details.
- c- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d- Provide a concluding statement or section related to the opinion presented.

**W.5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- a- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

d- Use precise language and domain-specific vocabulary to inform about or explain the topic.

e- Provide a concluding statement or section related to the information or explanation presented.

**W.5.3a-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
sequence of events.

*Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

**W.5.6-** 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.

*Research to Build and Present Knowledge*

**W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8-** 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.

**W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

*Range of Writing*

**W.5.10-** 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.

**Speaking and Listening**

*Comprehension and Collaboration*

**SL.5.2-** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3-** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



*Presentation of Knowledge and Ideas*

**SL.5.4-** 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.

**SL.5.6-** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

**Language**

*Conventions of Standard English*

**L.5.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

c- Use verb tense to convey various times, sequences, states, and conditions

d- Recognize and correct inappropriate shifts in verb tense.

**L.5.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e- Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

**L.5.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

*Vocabulary Acquisition and Use*

**L.5.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

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

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

**L.5.5 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b- Recognize and explain the meaning of common idioms, adages, and proverbs.

c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>

Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Essential Question(s)

- What effect can one person have on history?
- How can people’s opinions lead to change, revolution, etc.?
- How do individual acts of bravery shape history?
- What events can lead a person/character ex: James Forten to fight for freedom
- Why is cause and effect writing important in relating to historical events?
- How do people’s heroic actions differ?
- What is important to include when writing a persuasive composition?
- How can you form an opinion and support it in writing?

### Enduring Understandings

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Word analysis and decoding skills are foundational for success as a reader.

### Student Learning Targets/Unit Skills

#### Vocabulary/Vocabulary Strategies

- Target vocabulary
- Using Reference Sources
- Using Context
- Thesaurus
- Greek and Latin Roots
- Prefixes

#### Comprehension Skill/Strategy

- Cause and Effect/Visualize

- Fact and Opinion/Question
- Conclusions and Generalizations/Analyze and Evaluate
- Sequence of Events/Summarize
- Compare and Contrast/Monitor and Contrast
- Making Connections
- Listening and Speaking: such as – Listen to Distinguish Fact from Opinion
- Author’s Craft: such as- Characterization

**Fluency/Decoding**

- Accuracy and Self Correction
- Rate
- Phrasing: Pauses
- Expression
- Intonation
- Decoding/timed format

**Grammar**

- Pronouns
- Verbs
- Others as needed

**Spelling**

- Vowel Sounds
- Vowel/Consonant Patterns
- Others as needed

**Writing**

- Opinion Paragraph/Voice
- Problem Solution Paragraph/Organization
- Persuasive Letter/Ideas
- Persuasive Essay/Organization/Word Choice

**Target Learning**

- Continue to develop and expand vocabulary
- Visualize events to identify cause and effect
- Ask questions to determine whether statements are fact or opinions
- Draw conclusions and make generalizations
- Summarize a text, using sequence
- Use the Monitor/Clarify strategy to check understanding
- Continue to refine fluency
- Identify and apply grammatical techniques to edit and revise writing
- Identify focused traits and apply techniques to writing
- Identify and apply persuasive writing techniques used by authors
- Choose an opinion topic and list supporting reasons in a persuasive writing piece

**Assessments**

**Summative**

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments

**Formative**

- Entry/Exit Slips
- Running Records
- Progress Monitoring
- Classwork/Homework
- Guided Practice
- Open Ended Questions (C.A.S.E.S)

*Teaching and Learning Actions*

<p><i>Instructional Strategies/Differentiation</i></p>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 120 Minutes to include Reading, Writing and Spelling/Word Work</i></p>	<ul style="list-style-type: none"> <li>- Reading Response Logs</li> <li>- Skill Based Groups</li> <li>- Guided Reading Groups</li> <li>- Tape Assisted reading</li> <li>- Readers Theater</li> <li>- Reader's Workshop</li> <li>- Repeated Reading</li> <li>- Anticipation Guides</li> <li>- Directed Reading and Thinking Activity</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Literature Circles</li> </ul>

	<ul style="list-style-type: none"> <li>- Close Reading</li> <li>- Open-Ended Responses (C.A.S.E.S)</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>		
<b>Resources</b>			
Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources <a href="http://www.k6.thinkcentral.com">www.k6.thinkcentral.com</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> Units of Study/Lucy Calkins 6+1 Trait Crate Mentor Texts			
<b>Suggested Time Frame:</b>			
<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 3 Argument</b>		
<b>Anchor Standard (ELA)</b>			
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Draw evidence from literary or informational texts to support analysis, reflection, and research.			

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 tasks, purposes, and audiences.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Demonstrate understanding of word relationships and nuances in word meanings.

### **Overview/Rationale**

This six-week unit encourages students to take risks with language and to explore their personal writing style.

Students will produce short term and long term narratives; short and long term research pieces; and written response to literature (summary, open-ended questions), while using Social Studies and Science content.

Students will complete short term narrative pieces, averaging a completed written piece once a week. A long term narrative will focus on generating a story that introduces a narrator and/or character that travels along the Oregon Trail. Students will use Social Studies content to support sequence of events. 100 Book Challenge books will provide insight and background information on the topic. This piece should be completed within 2 weeks.

Students will conduct a short term research piece that compares and contrasts two Native American tribes affected by the Trail of Tears. Tribes are found in Chapter 11 Social Studies text.

Students will create an on-going time line that tracks the growth of our nation during the Westward Expansion (1801-1861). Time lines should include at least 6-7 events. Events are to be researched and cited appropriately as a long-term research piece. Events will be researched using Social Studies text, classroom and school library books, internet resources, encyclopedias, and other reference materials (YouTube, Media Center, etc). Students will properly cite references.

Students will write a letter to a newspaper either supporting or criticizing the President's decision to purchase The Louisiana Territory. Students will generate an opinion and solidify the piece with their reasons based on research.

Refer to Westward Expansion Pacing Chart for specific details and lesson components.

## Standard(s)

### Writing

#### *Text Types and Purposes*

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

#### *Production and Distribution of Writing*

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### *Research to Build and Present Knowledge*

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

#### *Range of Writing*



**W.5.10** 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.

### **Speaking and Listening**

#### *Comprehension and Collaboration*

**SL.5.1-** 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.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### **Language**

#### *Conventions of Standard English*

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use a comma to separate an introductory element from the rest of the sentence.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

#### *Vocabulary Acquisition and Use*

**L.5.5-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.

### **Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Essential Question(s)**

- What do good writers do?
- What’s my purpose and how do I develop it?
- Writing clearly: What makes a difference?
- Final product: What does it take?
- What do good researchers do?
- “Cut and Paste”: What’s the problem?
- Why write?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- Why do the rules of language matter?

- Communicating clearly: What does it take?
- How does a situation affect meaning?
- How does author's choice impact an audience?
- When a word doesn't make sense, what can I do?
- How do I use what I know to figure out what I don't know?

### **Enduring Understandings**

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and timeframe.

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### **Student Learning Targets/Objectives**

- Participate in a variety of collaborative discussions and construct questions to demonstrate understanding.
- Summarize the text orally and in writing.
- Create an anchor chart(s) which include(s): A list of topics for writing, The writing process, A writer's checklist, The writing rubric.
- Create separate anchor charts which include: Components of a research report; opinion writing; and how to effectively summarize text.
- Link opinion and reasons using phrases.
- Write a narrative creating an introduction that introduces a narrator and/or character.

- Use narrative techniques such as dialogue, description, and pacing.
- Use a variety of transitional words to manage the sequence of events.
- Use concrete words, phrases, and sensory details to convey experiences and events precisely.
- Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach (conference).
- Compare and contrast two or more characters, setting, or events drawing on specific details.
- Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- When reporting on a topic, sequence events logically.
- Form and use the perfect (*e.g., I had walked; I have walked; I will have walked*) verb tenses
- Recognize and inappropriate shifts in verb tense.
- Use correlative conjunctions (*e.g., either/or, neither/nor*).
- Use a comma to separate an introductory element from the rest of the sentence.
- Construct sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest.
- Compare and contrast the varieties of English (*e.g., dialects, registers*) used in stories, dramas, and poems.
- Students will need to have an understanding of, and use, the following academic vocabulary relative to the content of this unit:

Prose, Genre, Poetry, Orally, Fluency, Rate, Expression, Context, Contextual Evidence, Self-correct, Re-read, Comprehend/comprehension, Elaborate, Evidence, Discriminate, Word Recognition, Inference

### Assessments

#### Summative

- On Demand #2
- Published Piece

Formative

- On Demand #1
- Conferences
- Active Engagement
- Goals

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Daily testing
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing and Share*

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers

Resources

**Reference Material and/or Teacher Resources**

*Units of Study in Narrative, Information and Opinion Writing- Grade 5*

*Resource CD*

*Readingandwritingproject.org*

Suggested Time Frame:

# English Language Arts

## **Grade 5: Unit 4**



### Curriculum

Lower Township Elementary Schools

2015

<b>Content Area:</b>	<b>ELA Reading</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 4 What's Your Story?</b>		
<b>Anchor Standard (ELA)</b>			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>			
<b>Overview/Rationale</b>			
<p>This five-week unit encourages students to develop their reading strategies while exploring several different genres.</p> <p>HMH Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practiced and opportunities of these skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.</p> <p>Unit 4 “What’s Your Story?” focuses on the Big Idea of “How the problems a character faces influences a story”. Students learn how the beliefs of a character affect a story.</p> <p>Students will engage the text in multiple, meaningful ways (e.g. Identify the author’s purpose, identify story elements, such as conflict, plot, and resolution, and identify and question characters’ actions).</p>			



## **Standard(s)**

### **Reading Standards for Literature**

#### *Key Ideas and Details*

**RL. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL. 5.2-** 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.

**RL. 5.3-** 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).

#### *Craft and Structure*

**RL. 5.4-** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL. 5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL. 5.6-** Describe how a narrator's or speaker's point of view influences how events are described.

#### *Integration of Knowledge and Ideas*

**RL.5.7-** 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).

**RL. 5.9-** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### *Range of Reading and Complexity of Text*

**RL. 5.10-** 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

### **Reading Standards for Informational Text**

#### *Key Ideas and Details*

**RI. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI. 5.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI. 5.5-** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI. 5.6-** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### *Integration of Knowledge and Ideas*

**RI. 5.8-** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI. 5.9-** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### *Range of Reading and Level of Text Complexity*

**RI. 5.10-** 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.

**Reading: Foundational Skills**

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4-** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression

**Writing**

*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

**W.5.3a-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- b- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e- Provide a conclusion that follows from the narrated experiences or events.

*Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

**W.5.6-** 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.

*Research to Build and Present Knowledge*

**W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8-** 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.

**W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

### *Range of Writing*

**W.5.10-** 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.

### **Speaking and Listening**

#### *Comprehension and Collaboration*

**SL.5.1-** 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.

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.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2-** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### *Presentation of Knowledge and Ideas*

**SL.5.4-** 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.

**SL.5.5-** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6-** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

### **Language**

#### *Conventions of Standard English*

**L.5.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences..

c- Use verb tense to convey various times, sequences, states, and conditions

**L.5.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e- Spell grade-appropriate words correctly, consulting references as needed.

*Vocabulary Acquisition and Use*

**L.5.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

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

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

**L.5.5 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b- Recognize and explain the meaning of common idioms, adages, and proverbs.

c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Essential Question(s)**

- Why does an author want to tell a story?

- How do the problems a character faces influence a story?
- What part do facts and opinions play in a story?
- How do you persuade people to support your ideas?
- How do the beliefs of a character affect a story?
- What makes a narrative personal?
- How can technology help us produce, publish, and use written documents?

### **Enduring Understandings**

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Fluent readers accurately process print with expression at an appropriate rate.

### **Student Learning Targets/Unit Skills**

#### **Vocabulary/Vocabulary Strategies**

- Target vocabulary
- Foreign Words Used in English/Word Origins
- Using References Sources
- Analogies
- Greek and Latin Suffixes
- Idioms

#### **Comprehension Skill/Strategy**

- Author's Purpose/Monitor and Clarify
- Story Structure/Infer and Predict
- Fact and Opinion/Analyze and Evaluate
- Persuasion/Summarize
- Understanding Characters/Question
- Making Connections
- Listening and Speaking: such as- Listen Critically: Persuasive Techniques
- Author's Craft: such as Onomatopoeia

**Fluency/Decoding**

- Rate
- Intonation
- Phrasing: Punctuation
- Stress
- Accuracy
- Decoding/timed format

**Grammar**

- Adjectives
- Adverbs
- Prepositions
- Pronouns
- Contractions
- Others as needed

**Spelling**

- Change Final y to i
- Suffixes
- Words from Other Languages
- Others as needed

**Writing**

- Friendly Letter/Voice
- Character Description/Word Choice
- Personal Narrative/Paragraph
- Personal Narrative/Ideas/Voice

**Target Learning**

- Continue to develop and expand their vocabulary
- Identify the author's purpose.
- Identify story elements, such as conflict, plot, and resolution.
- Analyze how an author uses facts and opinions.
- Analyze and evaluate the author's attempts to persuade.
- Identify and question characters' actions.
- Continue to refine fluency strategies
- Identify and apply grammatical techniques to edit and revise writing.
- Identify focused traits and apply techniques to writing.

- Utilize technology in order to produce and publish written documents

### Assessments

#### Summative

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments

#### Formative

- Entry/Exit Slips
- Running Records
- Progress Monitoring
- Classwork/Homework
- Guided Practice
- Open Ended Questions (C.A.S.E.S)

### Teaching and Learning Actions

*Instructional Strategies/Differentiation*

#### Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Conferencing
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 120 minutes to include Reading, Writing and Spelling/Word Work*

- Reading Response Logs
- Skill Based Groups
- Guided Reading Groups
- Tape Assisted reading
- Readers Theater
- Reader's Workshop
- Repeated Reading
- Anticipation Guides
- Directed Reading and Thinking Activity



	<ul style="list-style-type: none"> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Literature Circles</li> <li>- Close Reading</li> <li>- Open-Ended Responses (C.A.S.E.S)</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>		
<b>Resources</b>			
<p>Text: Journeys Lessons 1-5  Leveled Readers  Assessment Books  Blackline Masters  Vocabulary Cards  Workstations  LCD Projector  Internet Resources  <a href="http://www.k6.thinkcentral.com">www.k6.thinkcentral.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Units of Study/Lucy Calkins  6+1 Trait Crate  Mentor Texts</p>			
<b>Suggested Time Frame:</b>			
<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 4 Narrative</b>		
<b>Anchor Standard (ELA)</b>			
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>			

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Demonstrate understanding of word relationships and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Overview/Rationale**

This six-week unit encourages students to take risks with language and to explore their personal writing style.

Students will continue to produce short term narratives; short and long term research pieces; and written response to literature (summary, open-ended questions), while using Social Studies and Science content.

Students will complete a timed narrative as an assessment.

Students will write an opinion piece on a topic of their choice related to the Civil War era supporting a point of view with reasons and information. Students will link opinion and reasons using words, phrases, clauses, and quotations.

Students will complete a long term research piece on a notable figure from the Civil War era. Research is presented using multi-media sources. Notable figures can be found by research

using Social Studies text, 100 Book Challenge books, classroom and school library books, internet resources, encyclopedias, and other reference materials (YouTube, Media Center, etc). Students will properly cite references. Six weeks are provided for this project: three weeks for research and three weeks for creating presentation.

Refer to Adaptation and Change Pacing Chart for specific details and lesson components.

## **Standard(s)**

### **Writing**

#### *Text Types and Purposes*

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

#### *Production and Distribution of Writing*

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### *Research to Build and Present Knowledge*

**W.5.8** 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.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

### *Range of Writing*

**W.5.10** 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.

### **Speaking and Listening**

#### *Comprehension and Collaboration*

**SL.5.1-** 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.

- 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

**SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported.

#### *Presentation of Knowledge and Ideas*

**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### **Language**

#### *Conventions of Standard English*

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### *Vocabulary Acquisition and Use*

**L.5.4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

**L.5.5-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

## Essential Question(s)

- What do good writers do?
- What's my purpose and how do I develop it?
- Writing clearly: What makes a difference?
- Final product: What does it take?
- What do good researchers do?
- "Cut and Paste": What's the problem?
- Why write?
- What makes collaboration meaningful?
- Making meaning from a variety of sources: What will help?
- What makes a presentation "great"?
- "What I say" versus "how I say it", does it really matter?
- Why do the rules of language matter?
- Communicating clearly: What does it take?
- How does a situation affect meaning?
- How does author's choice impact an audience?
- When a word doesn't make sense, what can I do?
- How do I use what I know to figure out what I don't know?

## Enduring Understandings

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

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.

Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

## Student Learning Targets/Objectives

- Summarize the text orally and in writing.
- Explain how evidence is used to support specific points.
- Participate in collaborative discussions.
- Use proper resources to clarify the meaning and pronunciation of words.
- Link opinion and reasons using clauses when writing.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically. When writing, include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.
- Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.
- Link ideas within and across categories of information using phrases.
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Produce clear and coherent writing, appropriate to task, purpose, and audience.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Expand, combine, and reduce sentences for style.

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- Students will need to have an understanding of, and use, the following academic vocabulary relative to the content of this unit:  
Multi-media, Idiom, Adage, Proverb, Conjunction, Preposition, Interjection, Paraphrase, Explanatory, Expository, Summarize, Metaphor, Simile, Chronological, Affix

**Assessments**

- Summative
- On Demand #2
  - Published Piece
- Formative
- On Demand #1
  - Conferences
  - Active Engagement
  - Goals

*Teaching and Learning Actions*

<p><i>Instructional Strategies/Differentiation</i></p>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Daily testing</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
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<p><i>Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing, and Share</i></p>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer's Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing- Grade 5</i>  <i>Resource CD</i>  <i>Readingandwritingproject.org</i></p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

English Language Arts

**Grade 5: Unit 5**



Curriculum

Lower Township Elementary Schools

2015

<b>Content Area:</b>	<b>ELA Reading</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Unit 5 Under Western Skies</b>		
<b>Anchor Standard (ELA)</b>			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>			
<b>Overview/Rationale</b>			
<p>This five-week unit encourages students to develop their reading strategies while exploring several different genres.</p> <p>HMH Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practiced and opportunities of these skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.</p> <p>Unit 5 “Under Western Skies” focuses on the Big Idea of “Time periods and settings in story plots”. Students learn how ideas presented in a specific time period can show how a setting has changed.</p> <p>Students will engage the text in multiple, meaningful ways (e.g. Infer and predict to check understanding, summarize to check understanding of main ideas and details, and monitor and clarify understanding of the author’s viewpoint).</p>			
<b>Standard(s)</b>			

## **Reading Standards for Literature**

### *Key Ideas and Details*

**RL. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL. 5.2-** 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.

**RL. 5.3-** 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).

### *Craft and Structure*

**RL. 5.4-** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL. 5.5-** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### *Integration of Knowledge and Ideas*

**RL. 5.9-** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### *Range of Reading and Complexity of Text*

**RL. 5.10-** 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

## **Reading Standards for Informational Text**

### *Key Ideas and Details*

**RI. 5.1-** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI. 5.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI. 5.3-** 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.

**RI. 5.5-** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI. 5.6-** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### *Integration of Knowledge and Ideas*

**RI. 5.7-** 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.

**RI. 5.8-** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI. 5.9-** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### *Range of Reading and Level of Text Complexity*

**RI. 5.10-** 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.

**Reading: Foundational Skills**

*Phonics and Word Recognition*

**RF.5.3-** Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

*Fluency*

**RF.5.4-** Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

**W.5.1-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

**W.5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**W.5.3.c-** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

*Production and Distribution of Writing*

**W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

**W.5.6-** 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.

*Research to Build and Present Knowledge*

**W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8-** 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.

**W.5.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

*Range of Writing*

**W.5.10-** 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.

**Speaking and Listening**

*Comprehension and Collaboration*

**SL.5.1-** 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.

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.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2-** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3-** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

*Presentation of Knowledge and Ideas*

**SL.5.4-** 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.

**SL.5.5-** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6-** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

**Language**

*Conventions of Standard English*

**L.5.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

c- Use verb tense to convey various times, sequences, states, and conditions

d- Recognize and correct inappropriate shifts in verb tense

**L.5.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a- Use punctuation to separate items in a series.\*

b- Use a comma to separate an introductory element from the rest of the sentence.

c- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

d- Use underlining, quotation marks, or italics to indicate titles of works.

e- Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

**L.5.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

*Vocabulary Acquisition and Use*

**L.5.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.

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

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

**L.5.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a- Interpret figurative language, including similes and metaphors, in context.
- b- Recognize and explain the meaning of common idioms, adages, and proverbs.
- c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6**- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>



Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

**Essential Question(s)**

- What events take the reader across various settings?
- How does knowing the right actions change events?
- Explain how ideas presented in a specific time period can show how a setting has changed?
- Why would a traveler record events in a journal?
- How can an author’s feeling about specific characters be represented in a story, poem, article, etc?
- Why is note taking important when doing research?
- How can we take the research that we find and put it into a written format?

**Enduring Understandings**

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Fluent readers accurately process print with expression at an appropriate rate.

**Student Learning Targets/Unit Skills**

## **Vocabulary/Vocabulary Strategies**

- Target vocabulary
- Synonyms
- Using Reference Sources
- Word Families
- Using Context
- Analogies

## **Comprehension Skill/Strategy**

- Sequence of Events/Visualize
- Theme/Infer and Predict
- Main Idea and Details/Summarize
- Cause and Effect/Analyze and Evaluate
- Author's Purpose/Monitor and Clarify
- Making Connections

Listening and Speaking: such as- Give, Restate, and Follow Directions

- Author's Craft: such as- Metaphor

## **Fluency/Decoding**

- Phrasing: Pauses
- Rate
- Expression
- Accuracy and Self-Correction
- Phrasing: Punctuation
- Decoding/timed format

## **Grammar**

- Verbs
- Perfect Tense
- Commas
- Others as needed

## **Spelling**

- Vowel Sounds
- Unstressed Syllables
- Prefixes
- Suffixes
- Others as needed

## **Writing**

- Procedural Paragraph/Organization
- Compare and Contrast/Paragraphs/Ideas
- Cause and Effect/Paragraph/Organization
- Research Report/Organization/Word Choice

## **Target Learning**

- Continue to develop and expand their vocabulary

- Use the sequence of events when visualizing the story’s action.
- Use the Infer/Predict strategy to check understanding of theme.
- Summarize to check understanding of main ideas and details.
- Infer cause-and-effect relationships in the text.
- Monitor and Clarify understanding of the author’s viewpoint.
- Continue to refine fluency strategies
- Identify and apply grammatical techniques to edit and revise writing.
- Identify focused traits and apply techniques to writing.
- Use information from notes, books and the internet to complete a research project.

### Assessments

#### Summative

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments

#### Formative

- Entry/Exit Slips
- Running Records
- Progress Monitoring
- Classwork/Homework
- Guided Practice
- Open Ended Questions (C.A.S.E.S)

### Teaching and Learning Actions

*Instructional Strategies/Differentiation*

#### Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring

	<ul style="list-style-type: none"> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 120 minutes to include Reading, Writing and Spelling/Word Work</i></p>	<ul style="list-style-type: none"> <li>- Reading Response Logs</li> <li>- Skill Based Groups</li> <li>- Guided Reading Groups</li> <li>- Tape Assisted reading</li> <li>- Readers Theater</li> <li>- Reader's Workshop</li> <li>- Repeated Reading</li> <li>- Anticipation Guides</li> <li>- Directed Reading and Thinking Activity</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Literature Circles</li> <li>- Close Reading</li> <li>- Open-Ended Responses (C.A.S.E.S)</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	
<p>Text: Journeys Lessons 1-5  Leveled Readers  Assessment Books  Blackline Masters  Vocabulary Cards  Workstations  LCD Projector  Internet Resources  <a href="http://www.k6.thinkcentral.com">www.k6.thinkcentral.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  Units of Study/Lucy Calkins  6+1 Trait Crate  Mentor Texts</p>	

<b>Suggested Time Frame:</b>		27 days	
<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>5</b>
<b>Unit Plan Title:</b>	<b>Narrative / Informational</b>		
<b>Anchor Standard (ELA)</b>			
<p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>			
<b>Overview/Rationale</b>			
<p>This six-week unit encourages students to take risks with language and to explore their personal writing style.</p>			

Students will produce a long term research piece; and written response to literature (summary, open-ended questions), developing knowledge on components of how to write a research report while using Social Studies and Science content.

Students will produce, over a six-week period, a research paper comparing and contrasting the Congressional reconstruction verses the Presidential reconstruction following the Civil War. Students will develop three driving questions and research those questions. Students must use direct quotes properly from both digital and print sources. All sources must be cited properly.

Refer to Reconstruction: New Beginnings pacing chart for specific details and lesson components.

## **Standard(s)**

### **Writing**

#### *Text Types and Purposes*

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

#### *Production and Distribution of Writing*

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

**W.5.6** 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.

### **Speaking and Listening**

#### *Presentation of Knowledge and Ideas*

**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

### **Language**

#### *Conventions of Standard English*

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

*Vocabulary Acquisition and Use*

**L.5.4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Technology Standards:**

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**Career Awareness Exploration and Preparation Standards:**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

<b>In this unit plan the following 21<sup>st</sup> Century Career Ready Practices are addressed:</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>

Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Essential Question(s)

- What do good writers do?
- What's my purpose and how do I develop it?
- Writing clearly: What makes a difference?
- Final product: What does it take?
- What makes a presentation "great"?
- "What I say" versus "how I say it", does it really matter?--
- Why do the rules of language matter?
- Communicating clearly: What does it take?
- How does a situation affect meaning?
- How does author's choice impact an audience?
- When a word doesn't make sense, what can I do?
- How do I use what I know to figure out what I don't know?

### Enduring Understandings

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.

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.

Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

### Student Learning Targets/Objectives



- Summarize the text orally and in writing.
- Participate in collaborative discussions.
- Use proper resources to clarify the meaning and pronunciation of words.
- Link ideas within and across categories of information using clauses (e.g., *in contrast*, *especially*)
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- 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.
- Include multimedia components (e.g., *graphics*, *sound*) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- Use verb tense to convey various times, sequences, states, and conditions.
- Consult reference materials (e.g., *dictionaries*, *glossaries*, *thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).
- Students will need to have an understanding of, and use, the following academic vocabulary relative to the content of this unit:  
Chronology, comparison, implied, enhance, revise, edit, moreover, thesaurus, glossary, works cited, multiple accounts, visual displays

## Assessments

### Summative

- On Demand #2
- Published Piece

### Formative

- On Demand #1

- Conferences
- Active Engagement
- Goals

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Daily testing
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing and Share*

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers

Resources

**Reference Material and/or Teacher Resources**

*Units of Study in Narrative, Information and Opinion Writing- Grade 5  
Resource CD  
[Readingandwritingproject.org](http://Readingandwritingproject.org)*

Suggested Time Frame:

8 weeks





