

Unit 3: Social Issues

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **November**
Length: **November 4 weeks**
Status: **Published**

Unit Summary

Following the review of how to be good partners and an intensive study of character in literature, students focus their reading strategy work to read critically and to think deeply, especially about power, relationships, and social issues. Students will continue to read and discuss books collaboratively mainly exploring character empathy and interpretation, skills needed for their own lives.

Students come to the table with a foundation in stop and jotting (post-its); predicting and concluding with text supported evidence; using character trait terms to describe gestures, actions, words, and thoughts of a character; connecting parts of the text; and examining story elements.

The new skill of the unit will be 'naming' of social issues. The unit starts with defining and giving examples of social issues. While students have been comfortably using discussion phrases like "I agree with that because..." exploring different social issues and the inherent differing perspectives of characters will inevitably begin passionate discussions that will require more talk phrases.

Standards

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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).
LA.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.
LA.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.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.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).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.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.
LA.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.
LA.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.

Student Learning Objectives

Students will learn to:

- use clues stated in the text to understand what is not explicitly stated in a text.
- use clues stated in the text and prior knowledge about life to draw conclusions about what is not explicitly stated in a text.
- use clues stated in a text to draw conclusions about the author's intended and unintended messages.
- reveal hidden ideas about characters by studying their relationships to individuals and to groups.
- revise their inferences, interpretations, critical reading, and personal connections and add new details to previous details.

Essential Questions

- What are social issues and how do they impact how I live my life?
- How can I recognize when a social issue is changing the life of a character?

Enduring Understandings

Students will understand that:

- social issues are themes and problems that pop up as a result of humans living and interacting together in this world.
- characters are affected and act according to the social issues in the world around them.

Application

Students will be able to independently use their learning to:

- identify social issues in a literary text.
- draw conclusions about characters affected by social issues in a literary text.

Skills

Students will be skilled at:

- drawing conclusions about the author's intended and unintended messages.
- using text evidence to understand what is not explicitly stated in a text.

