May Lit. Circle Theme Plan for 5th Grade

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will participate in a novel study to practice reading skills and comprehension, as well as learn to appreciate novels, centered on the theme "What are the important things in life?"

Enduring Understandings

Reading Objectives:

1. Analyze setting by creating an illustration
2. Formulate text-text, text-self, and text-world connections
3. Evaluate characters and their actions
4. Interpret the literary elements
5. Justify importance of chosen passages in text
6. Create questions to lead discussion and group
7. Analyze reading through journal responses

Essential Questions

What can a novel study teach us about reading?

Instructional Strategies & Learning Activities

Activities:

1. Model Jobs by reading the following books: (the students all take on the job)
    a. Connection Conductor: *The Snowy Day*
    b. Discussion Director: *The Three Questions*
    c. Passage Master: *Owl Moon*
    d. Character Sketcher: *Wilma Unlimited*
    e. Story Teller Tree: *Giving Tree*
    f. Scene Setter: *The Forest*

2. In literature circles:
    a. students pick their jobs and pages to be read
    b. daily journal responses
    c. daily discussions on selected reading
    d. complete job sheet and discuss results

3. Complete end of the novel project – refer to attached sheet - book trailer

4. Write a self reflection based on student's performance in the group.

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards by working cooperatively and presenting.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Technology and Design Integration

There is limited use of technology in the Literature Circle format.

Interdisciplinary Connections

Students use technology and art to create a finished piece.

1.5.5.Pr5a	Prepare and present artwork safely and effectively.
1.5.5.Pr6	Conveying meaning through art.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Book choices and grouping will be based on student's skill and reading levels.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb testing and Linkit 3X a year

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

1. journal responses
2. job sheets
3. end of the novel project
4. self reflection

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessment:

1. journal responses
2. job sheets
3. end of the novel project
4. self reflection

Instructional Materials

Selected Texts:

Flipped by Wendelin Van Draanen

Al Capone Does My Shirts by Gennifer Choldenko

City of Ember by Jeanne DuPrau

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

	information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.