

MP2 - Opinion

Content Area: **Language Arts**
Course(s): **Lang. Arts 5**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- What are the different types of poetry?
- How do you recognize constant characteristics across authors' works?
- What tools do poets use to create poetry?
- How do you concisely write about what you have read?
- How do characters develop and change throughout the story?
- How does point of view affect a story?
- How do you creatively respond to books?
- What is the theme of a novel and how does the author make it known to the readers?
- How do graphic organizers help to organize thinking?
- How can I monitor my comprehension? What tools does the author provide to help me understand?
- What elements do biographers include in their books?
- How do I summarize what I have read in an organized manner?

Big Ideas

Core Concept:

- What is Poetry
- Authors and their works
- Poetry basics
- Sharing your thoughts on reading
- Character Development
- Perspective and Point of View
- Creative writing about stories
- Theme
- Types of Graphic Organizers
- Tools to help comprehend
- Biography
- Summarizing

Mini-Lesson Umbrellas:

- LA.U7 - Exploring Different Kinds of Poetry
- LA.U3 - Studying Authors and Their Processes
- LA.U11 - Understanding the Craft of Poetry
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- LA.U29 - Understanding a Character's Traits and Development

- LA.U31 - Analyzing Perspective and Point of View
- WAR.U7 - Responding Creatively to Reading
- LA.U9 - Thinking About Themes
- WAR.U4 - Using Graphic Organizers to Share Thinking About Books
- SAS.U6 - Monitoring Comprehension of Difficult Texts
- LA.U16 - Studying Biography
- SAS.U5 - Summarizing

Core Reading:

- **Text Set: Author Study-Joyce Kilmer:** Song on the Water Boatman and Other Pond Poems, Winter Bees, This is Just to Say, Dark Emperor
- **Text Set: Achieving a Dream:** Silent Star, Long-Armed Ludy and the First Women's Olympics, Sixteen Years in Sixteen Seconds, Tallchief: America's Prima Ballerina
- **Text Set: Grit and Perseverance:** Brian's Winter, Coraline
- **Text Set: Biography-Musicians:** Strange Mr. Satie, Esquivel! Space Age Sound Artist, Ella Fitzgerald, I and I: Bob Marley, The Legendary Miss Lena Horne
- **Text Set: Expository Nonfiction:** Birds: Nature's Magnificent Flying Machines, Giant Squid, The Cod's Tale, The Story of Salt, Team Moon
- **Text Set: Author Study-Ted and Betsy Lewin:** Top to Bottom Down, Horse Song, Elephant Quest, Balarama, Gorilla Walk

(Some readings from previous marking periods will be revisited.)

Core Writing: Opinion Writing Process Piece

Technology Integration

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Activity:

Students will create a presentation on Google Slides going over the theme of their chosen novel for their book reviews. Students must use multiple elements from their novel to explain their reasoning for their theme choice. Students will collaborate with peers to collect information and peer review each others opinion pieces.

Enduring Understandings

Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. 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.

NJSLSA.R7. Assess how point of view or purpose shapes the content and style of a text.

Literature

RL.5.1 [M] Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 [M] Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3 [M] 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).

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 [M] 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 [M] Describe how a narrator's or speaker's point of view influences how events are described

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, 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.

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.

Informational Text

RI.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.

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.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade.

RI.5.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Foundational Skills

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4b [M] Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

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.

SL.5.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL.5.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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

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.

Writing

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

W.5.1a [M] 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.

W.5.1b [M] Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.5.1c [M] Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d [M] Provide a conclusion related to the opinion presented.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.9a [M] 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]”).

W.5.10 Write routinely over extended time frames (time for research, reflection, meta-cognition/Self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.5.1e [M] Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.5.2b [M] Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c [M] 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.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.3a [M] Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3b [M] Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,

or poems.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4c 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.5.5b [M] Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c [M] Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6 [M] 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).

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 5
- Interactive Read Along Grade 5
- Reading Mini-Lessons Grade 5
- Word Study Grade 5