# Unit 1

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

## Essential Questions

- What makes a strong classroom community?
- How is reading and thinking related?
- How do the parts of a fictional story relate to narrative writing?
- What are the different types of genre?
- How does reflecting on reading make you a better reader?
- What is the purpose for a Reader's Notebook?
- How can you present your ideas on a book?
- What is Realistic Fiction? How does the author accomplish this?
- How do the authors help you to understand the characters?
- What traits make characters feel authentic?
- How do characters change and develop throughout the book?
- How does the author move the plot of a story along?
- What is the significance of setting in a story?
- How do you successfully summarize a story? What details are needed in a summary?
- How do I monitor my fluency while reading?

## Big Ideas

**Core Concept:**

- A Strong Classroom Community
- Independent Reading
- Genre
- Reflecting on Reading
- Writing about Reading
- Realistic Fiction
- Understanding Characters
- Plot
- Setting
- Summarizing
- Fluency

**Core Reading:**

- **Text Set: Empathy:** Mrs. Katz and Tush, The Crane Girl, Smoky Nights
- Empathy Writing Prompt: What does empathy mean to you? Write about a time when you either had to show empathy or were shown empathy.
- **Text Set: Conflict Resolution:** Thirty Minutes Over Oregon, Shooting Stars Conflict Resolution

Writing Prompt: Write about a time when you were in a difficult situation, it could be at school or at home. What was the conflict? Who was involved? How did you come to a resolution?

- **Text Set: Freedom:** Under the Quilt of Night, Wall, The Composition
- Freedom Writing Prompt: What is a freedom that we have that you are thankful for?
- **Text Set: Hope and Resilience:** Malala / Iqbal Hope & Resilience Writing Prompt: Pick either Malala or Iqbal, write in a minimum of five sentences how they made a difference.
- **Text Set: The Power of Knowledge:** The Treasure Box, The Storyteller
- **Text Set: Grit and Perseverance:** Rikki-Tikki-Tavi, Nim and the War Effort,
- Grit & Perseverance Writing Prompt: Write about a time when things were very tough for you but you persevered and kept going. Explain the situation and how you felt.

**Core Novels:**

Wonder by R.J. Palacio

Core Writing: Personal Narrative Process Piece

- Learn how to Write about what you love. Come up with favorite memories to inspire narratives.

- Day 2: Watermelon Lesson
    - Learn the difference between a watermelon, slide, and seed moment. Practice zooming in to a small section of your whole day.
- Day 3: What is a Narrative?
    - Discuss the elements of personal narrative. Fill in story boxes to outline their writing.
- Day 4: Rubric
    - Learn to read a 5th grade writing rubric. Read / Grade a model writing piece together.
- Day 5: Strong Beginnings
    - Learn to write an intriguing opening paragraph. Practice multiple types of beginnings.
- Day 6: Using Emotions
    - Learn how to show and now tell in your writing.
- Day 7: Dialogue
    - Learn how to write and incorporate dialogue in your writing.
- Day 8: Climax
    - How to lead up to and write about the most exciting moment in a story.
- Day 9: Strong Endings
    - How to write a strong conclusion that leaves readers satisfied.

- Day 10: Revising
    - Review  strong word choice, transitions and sequencing stories correctly
- Day 11: Editing
    - Reviewing how to edit writing, search for capitals, organization, punctuation, and spelling.
- Day 12: Peer Editing
    - Review editing with a partner. How to be a helpful partner.
- Day 13: Peer Editing 2
    - Review editing with  a second partner. Last line of defense.
- Day 14: Publishing
    - How to review and submit your writing piece.
- Day 15: Celebration
    - Writing museum; read other people's work and leave positive feedback.

## Diversity Integration

Disabilities

How does reading a memoir help others to understand an author's point of view?

Thank you Mr. Falker, Patricia Polacco

## Read Aloud Mini Unit

**Guided Reading Mini Lessons**

- MGT.U1 - Being a Respectful Member of the Classroom Community
- MGT.U2 - Getting Started with Independent Reading
- LA.U6 - Understanding Fiction and Nonfiction Genres
- WAR.U1 - Introducing a Reader’s Notebook
- MGT.U3 - Living a Reading Life
- WAR.U3 - Writing Letters to Share Thinking About Books
- LA.U21 - Understanding Realistic Fiction
- LA.U28 - Understanding Character’s Feelings, Motivations, and Intentions

- LA.U29 - Understanding a Character's Traits and Development
- LA.U30 - Thinking Critically About Characters
- LA.U27 - Understanding Plot
- LA.U26 - Thinking About the Setting in Fiction Books
- SAS.U5 - Summarizing
- SAS.U4 - Maintaining Fluency

## CSDT 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:

Lesson- LA.U13.RML3

Students will use Google Docs on their chromebooks to plan, draft, revise, and edit their personal narrative. Students will be able to use the comments feature to collaborate with their teachers and peers for conferencing while writing their personal narrative.

## Enduring Understandings

**Literature**

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

RL.CI.5.2 Determine the theme of a literary text (e.g. stories, plays or poetry) and explain how it is supported by key details; summarize the text

RL.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific text (e.g., how characters interact).

RL.MF.5.6 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.CT5.8 Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

**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.

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

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

**Speaking and Listening**

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

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

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

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

SL.II5.2 [M] Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

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

SL.PI.5.4[M] 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.(Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost).

SL.UM.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.AS.5.6 [M] Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Writing**

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

W.NW.5.3a [M] Orient the reader by establishing a situation and introducing a narrator and/or characters;

organize an event sequence that unfolds naturally.

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

W.NW.5.3c [M] Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.NW.5.3d [M] Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.NW.5.3e [M] Provide a conclusion that follows from the narrated experiences or events.

W.WP.54 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.RW.5.7 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.

W.WP.5.4a Consider audience, purpose, and intent before writing.

W.WP.5.4b Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.5.4d With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.5.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

**Language**

L.VL.5.2a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2c [M] 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).

## Resources

**Fountas and Pinnell Classroom**

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