Unit 2

Content Area: **Language Arts**
Course(s): **E/LA 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

Core Reading:

- Text Set: Author Study-Joyce Sidman: Winter Bees, This is Just to Say, Dark Emperor
    - Joyce Sidman Author Study Writing Prompt: Do you like or dislike poetry? Give details and support for your choice.

- Text Set: Achieving a Dream: Silent Star, Long-Armed Ludy and the First Women's Olympics, Sixteen Years in Sixteen Seconds,
    - Achieving a Dream Writing Prompt: What is a dream that you hope to accomplish? What specific things do you need to do to achieve it?
- Text Set: Biography-Musicians: Ella Fitzgerald, I and I: Bob Marley, The Legendary Miss Lena Home
    - Musician Biographies Writing Prompt: Whose biography would you most like to read? Why did you pick that person? What do you hope to learn about them?

Core Novels:

- NOVEL: Coraline by Neil Gaiman

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

Core Writing: Opinion Writing Process Piece

- Day 1: Fact vs Opinion
    - Review the difference between fact and opinion.
- Day 2: Opinion Stems
    - Students practice answering opinion questions with one reason for support.
- Day 3: OREO Lesson
    - Go over how to write an oreo paragraph: pinion, reason, explain, opinion
- Day 4: Rubric
    - Learn to read a 5th grade writing rubric. Read / Grade a model writing piece together.
- Day 5: Brainstorming
    - Class will work together to create a list of possible topics. Students will pick their top options.
- Day 6: Opinion Writing Pyramid
    - Teacher will explain how to outline an essay. Students will create outlines for their writing pieces.
- Day 7: Strong Introductions
    - Students will learn how to write a thesis statement
- Day 8: Body 1 Burger
    - Students will learn how to use a burger template for opinion writing. Topic sentence, three supporting sentences, concluding sentence.

- Day 9 Body 2 Burger
    - Students will learn how to use a burger template for opinion writing. Topic sentence, three supporting sentences, concluding sentence.
- Day 10: Body 3 Burger
    - Students will learn how to use a burger template for opinion writing. Topic sentence, three supporting sentences, concluding sentence. Review transition words.
- Day 11: Strong Endings
    - Students will learn how to restate their thoughts and thesis and end with a call to action.
- Day 12: Revising
    - Review strong word choice, transitions and sequencing stories correctly.
- Day 13: Editing
    - Reviewing how to edit writing, search for capitals, organization, punctuation, and spelling.
- Day 42: 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 15: Publishing/Celebration
    - How to review and submit your writing piece.
    - Writing museum; read other people's work and leave positive feedback.

Read Aloud Mini Unit

Guided Reading Mini Lessons

- 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

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:

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.

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 textual evidence (e.g., how characters interact)

RL.TS.5.4 [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.PP.5.5 Describe how a narrator's or speaker's point of view influences how events are described,

and how that may influence the readers interpretation.

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.

Informational Text

RI.CR.5.1 Quote accurately from an informational text, when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2 Determine the central idea of an informational text and explain how they are it is supported by key details; summarize the text.

RI.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

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.5.4b [M] Read grade-level text orally with accuracy, appropriate rate, and expression.

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

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

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

SL.II.5.2 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 Summarize the points a speaker makes and explain how each claim is supported by reasons

and evidence.

SL.PI.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. (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 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing

W.AW5.1 [M] Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change).

W.AW5.1a [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.AW5.1b [M] Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW5.1c [M] Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW5.1d [M] Provide a conclusion related to the opinion presented.

W.WP.5.4 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.5.1c Use verb tense to convey various times, sequences, states, and conditions.

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

L.KL.5.1b [M] Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.KL.5.1c [M] Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.42a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.42c 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.VI.5.3 Demonstrate understanding of figurative language, including similes and metaphors, in context

L.VI.5.3b [M] Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.5.3c [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

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