Unit 3

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- How do authors use common characteristics in their writings?
- What are the characteristics of expository nonfiction books?
- How does the author define words within a sentence?
- How do authors use connectives?
- What is Historical Fiction? What elements in Historical Fiction help to create the scene and story?
- How can you find the author's message in a book? What do these messages mean to the readers?
- How do authors choose to organize nonfiction text?
- What is the true purpose of the theme of a book? What are the differences between fiction and nonfiction themes?
- How do you find and use credible online resources?

Big Ideas

Core Concept:

- Authors and their Works
- Expository
- Context clues
- Connectives
- Historical Fiction
- Author's Message
- Nonfiction Organization
- The purpose of theme
- Online Sources

Core Reading:

- **Text Set: Caring for Our World:** Can We Save the Tiger?, One Well, Alejandro's Gift, Rachel Carson and Her Book that Changed the World
- **Text Set: Understanding How Things Work:** Mr. Ferris and His Wheel, Balloons Over Broadway, Titanic: Disaster at Sea, Skateboards
- **Text Set: Historical Fiction:** White Water, Baseball Saved Us, The Bracelet, The Butterfly
- **Text Set: Exploring Rights and Citizenship:** Rosa, Marching with Aunt Susan, Separate is Never Equal
- **Text Set: Author Study-Andrea Davis Pinkney:** Duke Ellington, Boycott Blues, Sit-In

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

Core Novels:

- Letters From Rifka by Karen Hesse
- Holes by Louis Sachar

Core Writing: Explanatory Writing Process Piece

- Day 1: What is Expository Writing
    - Students will be reintroduced to expository writing.
- Day 2: Expository Characteristics
    - Students will go over the different structures of expository writing.
- Day 3: Text Features
    - Teacher will explain and go over the many types of text features.
- Day 4: Rubric
    - Learn to read a 5th grade writing rubric. Read / Grade a model writing piece together.
- Day 5: What am I an Expert on?
    - Students will brainstorm and create their pyramid outlines.
- Day 6: Thesis & Strong Lead
    - Students will review how to write a thesis and write their introductions
- Day 7: Body 1 Burger
    - Students will learn how to use a burger template for expository writing. Topic sentence, three supporting sentences, concluding sentence.
- Day 8 Body 2 Burger
    - Students will learn how to use a burger template for expository writing. Topic sentence, three supporting sentences, concluding sentence. Review transition words.
- Day 9: Body 3 Burger
    - Students will learn how to use a burger template for expository writing. Topic sentence, three supporting sentences, concluding sentence. Review how to add text features to writing.
- Day 10: End with a Bang
    - How to end and restate your thesis and reasons.

- Day 11: Revising
    - Review strong word choice, transitions and sequencing stories correctly
- Day 12: Editing
    - Reviewing how to edit writing, search for capitals, organization, punctuation, and spelling.
- Day 13: Peer Editing
    - Review editing with a partner. How to be a helpful partner.
- Day 14: 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.

CRLLKS- Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Connection:

While discussing explanatory writing, the question “How are ideas and information organized to effectively support a topic?” will be discussed. Teachers can select nonfiction articles and texts about the workplace to help students investigate all different types of careers.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the

governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

Activity:

Students will have a class discussion on Civil Rights. They will reference the class novels in the "Exploring Rights and Citizenship" Unit ("Rosa", "Marching with Aunt Susan", "Separate is Never Equal"). The class will then discuss these issues, bringing up current events in their discussion.

Diversity Integration

LGBTQ

Expository Nonfiction

Stonewall: A Building, An Uprising, A Revolution, Rob Sanders - Library Media selection only

African-American

Objective: Students will learn about famous protests in the Civil Rights Movement.

Procedure:

1. Each day of the week Language Arts teachers will read one of Andrea Davis Pinkney read alouds.

2. Class will begin each day with an introduction to the text and will be asked what they recall about the previous days' story.

3. We will then read the book, pausing for explanations of events and questions.

4. After each book we will have conversations about the events we read about.

5. We will end the week with a writing prompt asking the students about a time they had to stand up for something they believed in. This will help them connect their real life experiences to the texts.

CSDT Technology Integration

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Activity:

Students will use the internet to help the locate information relative to completing their book report assignment. Students will need to use reliable sources to research information on their books. They will follow step by step instructions on how to create a presentation about their books.

Enduring Understandings

Anchor Standards
NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literature

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

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 textual evidence (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.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 [M] Quote accurately from an informational text and make relevant connections when drawing inferences from the text.

RI.CI5.2 [M] Determine the central idea of a text and explain how it is supported by key details; summarize the text.

RI.IT.5.3 [M] 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.

RI.TS.5.4 [M] Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.CT.5.8 Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Foundational Skills

RF.5.3a [M] 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 [M] Read grade-level text with purpose and understanding.

L.RF.5.4c [M] 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.II5.2 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.AW.5.1b Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.IW.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.5.2a Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

W.IW.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2c Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

W.IW.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2e Provide a conclusion related to the information or explanation presented.

W.WP.5.4 [M] 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 [M] Spell grade-appropriate words correctly, consulting references as needed.

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

L.VL.5.2b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.VL.5.2c 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).

L.WF.5.2f. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

L.KL.5.1.a Acquire and use accurately grade-appropriate general academic and domain specific words and phrases.

L.VL.5.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Resources

Fountas and Pinnell Classroom

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