Unit 4

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- How do authors use research in their writings?
- How do illustrations contribute to your understanding of the story?
- How do illustrators present information in a clear and interesting way?
- Why do authors use text features? How do they give you additional information?
- How can you use graphic organizers to present your ideas on books?
- What is the purpose of persuasive texts? How do authors use evidence to support their arguments?
- How do you read and use multiple sources to answer a bigger question?
- How can you read like a writer?
- What characteristics are present in fantasy books? What lessons do fantasy books teach? How do fantasy books use symbolism?
- What are tall tales? How do authors use exaggeration in tall tales? Do characters develop in tall tales?
- What are legends? How does culture tie into legends? What elements are usually present in legends?

Big Ideas

Core Concept:

- Authors use of research
- Illustration
- Text Features
- Graphic Organizers
- Persuasive Texts
- Using multiple sources
- Reading like a Writer
- Fantasy
- Tall Tales
- Legends

Core Reading:

- **Text Set: Problem Solving:** Destiny's Gift, Finding the Music
- **Text Set: Illustration Study-Duncan Tonatiuh:** The Princess and the Warrior, and El Ballet Folklorico de Mexico, Funny Bones
- **Text Set: Tall Tales:** Paul Bunyan, Dona Flor, Swamp Angel, Big Jabe, Thunder Rose
- **Text Set: Legends:** Merlin and the Dragons, The Kitchen Knight, The Story of Jumping Mouse, John Henry

Core Novels:

- Number the Stars by Lois Lowrey
- Tuck Everlasting by Natalie Babbitt

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

Core Writing: Research Paper

- Day 1: Introduction to Research Writing
    - What is research writing? Review on how not to plagiarize.
- Day 2: Rubric
    - Learn to read a 5th grade writing rubric. Read / Grade a model writing piece together.
- Day 3: Choosing a Topic
    - Students will research about the American Revolution. Students will pick their topics by the end of the day and write why they are interested in their topic.
- Day 4: What do I want to learn?
    - Students will write what they already know about their topics and what they would like to find out in their research.
- They will come up with subheadings for their essay.
- Day 5: Finding Sources
    - Students will learn how to find reputable sources.
    - Students will research and write their findings in their own words.
- Day 6:Thesis and Strong Lead
    - Teacher will review thesis writing and how to write a strong introduction.
- Day 7: Body 1
    - Students will learn how to incorporate research into writing.
- Day 8: Body 2
    - Students will continue incorporating research into writing.
- Day 9 Body 3

- Students will continue incorporating research into writing.

- Day 10: Strong Conclusions
  - Students will review wrapping up their writing and restating their thesis sentences.
- 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.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Activity:

Prior to reading *Number the Stars*, the students will create a KWL about the Holocaust to activate prior knowledge. The teacher will provide the students with additonal background information as necessary. While reading, the students will discuss the impact of the Holocaust while reading *Number the Stars*. The students will discuss quotes in the book to determine how the children felt during this time and how the war affected their daily lives/behavior.

Read Aloud Mini Unit

Guided Reading Mini Lessons

- LA.U3 - Studying Authors and Their Processes
- LA.U12 - Studying Illustrators and Analyzing an Illustrator's Craft
- LA.U19 - Learning Information from Illustrations and Graphics
- LA.U20 - Using Text Features to Gain Information
- WAR.U4 - Using Graphic Organizers to Share Thinking About Books
- LA.U15 - Exploring Persuasive Texts
- LA.U18 - Reading and Evaluating Multiple Sources
- LA.U10 - Reading Like a Writer: Analyzing the Writer's Craft
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- LA.U22 - Understanding Fantasy
- LA.U24 - Studying Tall Tales
- LA.U23 - Studying Legends

CSDT Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Activity:

Students will evaluate the accuracy of online sources as they gather information for their Revolutionary War research projects. Students will research, organize, draft, revise, and edit using Google Docs.

Enduring Understandings

Anchor Standards
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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 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 and when drawing inferences from the text.

RI.CI.5.2 Determine the central idea of an informational text and explain how 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 information evidence in the text.

RI.TS.5.4 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.PP.5.5 [M] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6 [M] Interpret information from presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.87 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.CT5.98 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

L.RF.5.3 Know and apply grade-level phonics and word analysis in decoding and encoding words; use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4 [M] Read with sufficient accuracy and fluency to support comprehension.

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

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 [M] 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. [M] Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

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

W.IW.5.2e [M] Provide a conclusion related to the information or explanation 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.WR.5.5 [M] Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.SE.5.6 [M] Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented and provide a list of sources.

W.RW.5.7 [M] Write routinely over extended time frames (time for research, reflection, metacognition/ 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.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.5.2b [M] 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.VI.5.3a [M] Interpret figurative language, including similes and metaphors, in context.

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

L.WF.5.2d. Distinguish between frequently confused words.

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