Holes & Esperanza Rising

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will be able to answer a question about the text with strong support by quoting the text directly and making inferences from the text if necessary. Students will need to pay attention to the author's word choice and understand the meaning of words and the author's use of figurative language to paint a clear picture in the reader's mind. Students will understand that literature contains themes, and they can be based on characters interactions or conflicts. Students will understand that there are interactions between story elements and events within a text as well as between differing texts throughout different genres. Students will be able to act out scripts, or theatrical productions to better understand how the usage of words support a clear picture. Point of view also plays a role in how events are described in a text, and readers need to analyze different views of the same topic to fully understand. Lessons in this unit satisfy DEI curricular requirements.

Enduring Understandings

Summarize and determine important information to synthesize.
Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.
Standard grammar and usage are important in making writing clear.
References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.
Answer questions by synthesizing information from various sources.
Authors make intentional word choices that are designed to produce a desired effect on the reader.
Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.
Text features, text structures, and characteristics associated with different genres help the reader's ability to make meaning of the text.
Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.
Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.

Essential Questions

What makes a good friend?
What is fate, and do you believe in it?
How do your own actions shape your life?
What is fairness? How does each plot line develop this theme
"Esperanza Rising"
How do our experiences cause us to change and grow?
How can we effectively bring about change when faced with injustice in society?
What separates or segregates people from one another? What brings them together?

Learning Objectives

Be able to determine the theme of a story.
Distinguish the different elements of drama.
Practice the skills of characterization.
Compare and contrast characters, settings, and events in a story.
Be able to find and use figurative language, specifically idioms.
Distinguish between formal and informal language.
Explain how a series of events fit together.
Explain the relationship between several characters and events in history.
Lessons in this unit satisfy DEI. (DEI)
Conduct Week of Respect activities (DEI)

Standards: Content

L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
L.RF.5.3	Know and apply grade-level phonics and word analysis skills 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.
	Fluency
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF	Foundational Skills: Writing Language
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
L.WF.5.2.D	Distinguish between frequently confused words.
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.
L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
R	Reading
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	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 reader's 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.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
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.
W	Writing
W.AW.5.1.A	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.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.AW.5.1.D	Provide a conclusion related to the opinion presented.
W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.NW.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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.WP.5.4.A	Consider audience, purpose, and intent before writing.
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6	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.
SL	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.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Standards: Interdisciplinary

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Novel, “Holes” and “Esperanza Rising” (DEI), CommonLit.org, Week of Respect lessons, The Broken Toy, ReadWorks.org, Leveled Readers,

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and

					Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		