

Reading Grade 5 Course Overview

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **School Year**
Status: **Published**

Grade 5 Reading Overview

Students will begin to read a variety of texts in order to improve fluency and comprehension. Students will demonstrate understanding of proper procedures during the Literacy block and join their class community. Students will reflect on reading habits with their reader's notebook and discover that reading involves active thinking. Students will differentiate between fiction and non-fiction texts. Students will continue to read a variety of texts in order to improve fluency and comprehension. Students will reflect on themselves as readers and write letters to respond to the texts they read. Students will grow as readers and incorporate reading in their everyday lives. Students will analyze different types of poetry through Joyce Kilmer's works. Students will analyze the impact of knowledge and family on the lives of fictional characters. Students will continue to read a variety of texts in order to improve fluency and comprehension. Students will think critically about characters and analyze their feelings and/or motivations. By analyzing setting and plot, students improve comprehension of challenging texts. Students will implement summarizing strategies for fictional stories. Students will analyze poetry for literary and figurative language. Students will be able to analyze text sets for overall themes. Students will identify how point of view and perspective can affect how a story is told. Students will be able to understand character motivations and feelings using evidence from the text. Students will be able to identify characteristics of the genre realistic fiction. Students analyze characteristics of non-fiction texts specifically focusing on biography. Students will notice how non-fiction authors organize information in the text. Students will analyze different text structures including description, cause and effect, problem and solution, sequence and order, and compare and contrast. Students will identify books of different genres and create summaries for fiction and non-fiction texts. Students will determine what components make up an expository nonfiction text. Through studying non-fiction, students will analyze text and book features. Students will frequently monitor comprehension of increasingly challenging texts. When faced with complex and unknown words, students will solve for meaning through use of context clues. Students will compare how different texts carry across the same theme in a different way. Students will analyze illustrations and pictures to determine mood, tone, plot events, and more. Students will also study writer's craft and author's purpose for drafting text. Additionally, students will analyze word choice in text to further determine the author's subject choice and purpose. Through various mini lessons, students will analyze persuasive texts and determine facts and opinion. Additionally, students will write persuasively about texts in their reader's notebooks. Students will determine characteristics and analyze various historical fiction texts. Students will use text evidence and character actions to determine the theme or message of the interactive read aloud. Students will analyze the author's purpose and word choice in analyzing the writer's craft. Students will continue to study various fictional and nonfiction texts. Students will explore rights and citizenship through studying biographies of various influential individuals. Additionally, students will analyze various Duncan Tonatiuh by comparing and contrasting four different texts by the illustrator and author. Students will notice significant moments in a work of literature, called Signposts. Students will note these events and examine their impact on the story. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will continue to study various fictional and nonfiction texts. Students will identify common characteristics of tall tales and create a working definition of what a tall tale is.

Unit 1: Living A Reader's Life

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will begin to read a variety of texts in order to improve fluency and comprehension. Students will demonstrate understanding of proper procedures during the Literacy block and join their class community. Students will reflect on reading habits with their reader's notebook and discover that reading involves active thinking. Students will differentiate between fiction and non-fiction texts. The Text Sets for this unit are *Empathy* and *Conflict Resolution*.

Essential Questions

- Why is empathy important?
- How does empathy make characters in these stories make connections?
- What can we do to resolve conflict and find peace?

Enduring Understandings

- Empathy helps you understand how people feel and why they do what they do.
- Empathy helps readers connect with one another.
- Recognizing what we have in common helps mend fences.
- We will develop an understanding of what it means to be a respectful member of the literacy community.

Summative Assessment and/or Summative Criteria

Trimester 1 Benchmark, BAS, Reading Records, cold-read assessments, response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Getting Started, Being a Respectful Member of the Classroom, Introducing Reader's Notebook, and Understanding Fiction & Nonfiction are applicable to the books in this text set. They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Sets including:

- *Empathy*
- *Conflict Resolution*

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- A Long Walk to Water by Linda Sue Park

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>Daily 3/ Reading Workshop Set up</p> <p>2 weeks</p>	<p>Selecting good-fit books and modeling book borrowing with classroom library</p> <p>Discuss that reading is more than reading words on a page.</p> <p>Review expectations for independent reading and writing.</p> <p>Students will learn different aspects of Daily 3/Reading Workshop.</p> <p>Discuss behavior expectations during small-group discussion.</p> <p>Discuss expectations for accountable talk.</p>	<p>Mini Lesson</p> <p>RML.U2.LA.1</p> <p>(pgs. 129-129)</p> <p>Choose a book you would like to read and talk about.</p> <p>Mini Lesson</p> <p>RML.U2.MGT.1</p> <p>(pgs. 98-99)</p> <p>Discuss and explain how reading is thinking.</p> <p>Mini Lesson</p> <p>Introduce how to do Word Work, Achieve 3000, and writing about reading.</p> <p>Mini Lesson</p> <p>Create an anchor chart listing class-generated procedures for small-group instruction. Teacher will introduce visual and/or auditory small-group reminders (timer, chime, light, etc.).</p> <p>Mini Lesson</p> <p>RML.U2.LA.1-3</p>	<ul style="list-style-type: none"> • Reading Surveys • Classroom observation • Organizers • Exit Tickets 	<p>L.R.F.5.4</p>

		(pgs. 140-145) Be a strong listener and a strong speaker, recognize appropriate times to take a turn, monitor your participation and encourage others to participate.		
Interactive Read Aloud				
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): Utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	
Empathy	<p>Notice character changes, and infer reasons from the events in the plot</p> <p>Discuss the author's message about grief, love, and caring.</p> <p>Use evidence from the book to support ideas and</p>	<p>The Poet's Dog</p> <p>My Man Blue</p> <p>Smoky Night</p>		<p>RL.CR.5.1</p> <p>RL.CI.5.2</p> <p>RL.PP.5.5</p>

	<p>inferences about empathy and friendship.</p> <p>Share opinions about characters' motivations and values.</p> <p>Explore how empathy and shared experiences can affect relationships.</p> <p>Infer traits from what characters say and do.</p> <p>Discuss empathy and how it is expressed, both inside and outside a family.</p> <p>Notice characters' actions and how they reflect feelings of friendship and empathy.</p> <p>Use evidence from the book to support ideas and judgments about empathy, kindness, and gratitude.</p> <p>Discuss the concept of empathy and its role in the plot.</p>	<p>Mrs. Katz and Tush</p> <p>The Crane Girl</p>		
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<p>Conflict Resolution</p>	<p>Understand the book's overarching theme of conflict and coexistence between people and wildlife.</p> <p>Infer the author's messages about revenge and forgiveness, strength, and silver linings.</p> <p>Infer the story's big ideas about war, forgiveness, and reconciliation.</p> <p>Analyze the author's choices in telling the story.</p> <p>Think about the overarching theme of forgiveness.</p> <p>Notice how the main character is changed by the events of the story and his own choices.</p> <p>Infer and articulate the writer's messages about our shared humanity, trust, and desire for peace.</p> <p>Analyze the ways in which illustration and visual elements support the story.</p>	<p>The Lion Who Stole My Arm</p> <p>Thirty Minutes Over Oregon</p> <p>Desmond and the Very Mean Word</p> <p>Shooting at the Stars</p>		<p>RL.CI.5.2</p> <p>RL.PP.5.5</p> <p>RL.MF.5.6</p>
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Reading Mini Lessons (one per day)				
Being a Respectful Member of the Classroom 1 week	<p>Learn what a classroom community is and how the members behave toward one another.</p> <p>Create norms and agreements for a classroom community to follow.</p> <p>Solve problems independently.</p> <p>Value the unique identities of others and take actions that make them feel included.</p> <p>Show empathy towards</p>	<p>Mini Lesson</p> <p>RML.MGT.U1.RML1 (pgs. 86-87)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.MGT.U1.RML2 (pgs. 88-89)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.MGT.U1.RML3 (pgs. 90-91)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		SL.PE.5.1

	others.	<p>Mini Lesson</p> <p>RML.MGT.U1.RML4 (pgs. 92-93)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.MGT.U1.RML5 (pgs. 94-95)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Introducing Reader's Notebook</p> <p>1 week</p>	<p>Understand that a reader's notebook is a special place to collect thinking about books read.</p> <p>Learn to record the book title, author, genre, the level of challenge the book provided, and the date it is completed in the reader's notebook.</p>	<p>Mini Lesson</p> <p>RML.WAR.U1.RML1 (pgs. 564-565)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U1.RML2 (pgs. 566-567)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		SL.PE.5.1

	<p>Keep track of how many books are read in a particular genre in the reader's notebook.</p> <p>Learn and/or develop the guidelines for working together in the classroom.</p>	<ul style="list-style-type: none"> • Share <p>RML.WAR.U1.RML3 (pgs. 568-569)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U1.RML4 (pgs. 570-571)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Understanding Fiction & Non-Fiction</p> <p>1/2 week</p>	<p>Understand that there are different genres of fiction texts that fall within the broader categories of realism or fantasy.</p> <p>Understand that there are different genres of nonfiction texts.</p>	<p>RML.LA.U6.RML1 (pgs. 188-189)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U6.RML2 (pgs. 190-191)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		<p>RL.CI.5.2</p> <p>RL.MF.5.6</p>

	Understand that there are different types of traditional literature.	<ul style="list-style-type: none"> • Summarize and Apply • Share <p>RML.LA.U6.RML3 (pgs. 192-193)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Comparing texts 1 week	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-3, WAR.U5.RML1-6, WAR.U6.RML1-3, WAR.U7.RML1-4] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

ELA.L.RF.5.4.A

Read grade-level text with purpose and understanding.

ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.RI.PP.5.5	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.
ELA.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).
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with

	others who have different perspectives.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn-and-talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Conflict Resolution and Empathy during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, provide above grade-level texts for independent reading, and complete research projects on topics of Empathy and Conflict Resolution.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks IXL Language Arts

Cross Curricular/21st Century Connections

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more as represented in IRA.

Math- Create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA.

Technology- Research additional information on topics discussed in IRA through Achieve 3000 or Epic.

21st Century Connections

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community-building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

Unit 2: The Power of Knowledge

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will continue to read a variety of texts in order to improve fluency and comprehension. Students will reflect on themselves as readers and write letters to respond to the texts they read. Students will grow as readers and incorporate reading in their everyday lives. Students will analyze different types of poetry through Joyce Sidman's works. Students will analyze the impact of knowledge and family on the lives of fictional characters. The Text Sets for this unit are *Family*, the *Power of Knowledge*, and *Joyce Sidman, Author Study*.

Essential Questions

- What does it mean to be part of a family?
- What makes knowledge powerful and how do characters obtain it?
- How do readers reflect on texts to help them become stronger readers?
- What figurative and literary language is used throughout Joyce Sidman's poetry?

Enduring Understandings

- Family members pass down traditions, culture, and beliefs through the generations.
- Knowledge is precious and should be preserved and is a resource that communities should share.
- Sharing our thinking about books helps to build a classroom community of readers.
- Authors use sensory details, figurative language, and repetition in their poetry.

Summative Assessment and/or Summative Criteria

Trimester 1 Benchmark, BAS, Reading Records, cold-read assessments, response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Poetry Study
- Figurative Language (overview)
- Message/Theme/Main Idea (overview)
- Character Analysis
- Point of View
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Using a Reader's Notebook, Living a Reader's Life, Writing Letters to Share Thinking About the Text, and Exploring Different Types of Poetry are applicable to the books in this Text Set. They can be taught through whole-group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- *Family*
- *Power of Knowledge*
- *Joyce Sidman, Author Study*

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- Where the Sidewalk Ends or Other Collections by Shel Silverstein

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): Utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	
Family	<p>Analyze imagery in story descriptions.</p> <p>Identify the roles a significant object plays in the plot.</p> <p>Infer relationships between characters as revealed through dialogue and behavior.</p> <p>Infer meanings of literary language.</p>	<p>The Raft</p> <p>The Way a Door Closes</p> <p>Keeping the Night Watch (sequel to the Way a Door Closes) (skip pages 44-66)</p> <p>This is the Rope</p>		<p>L.VI.5.3.A</p> <p>L.VI.5.3</p> <p>RL.MF.5.6</p>

	<p>Compare and contrast texts with similar themes.</p> <p>Explore mature themes and ideas about families, hurt, distrust, and forgiveness.</p> <p>Understand the messages about family traditions and hope can be applied to their own lives.</p> <p>Infer the purpose of repetition in the story.</p> <p>Discuss how writer creates tension in a story.</p> <p>Infer characters' feelings from what they think, say and do.</p>	<p>Morning on the Lake</p>		
<p>The Power of Knowledge</p>	<p>Notice and infer the importance of expanding understanding and gaining freedom through reading.</p> <p>Notice and understand the characteristics of a biography.</p> <p>Infer the writer's attitude toward a</p>	<p>Richard Wright and the Library Card</p> <p>Seeker of Knowledge</p>		<p>L.VI.5.3.A RL.VI.5.3 RL.MF.5.6</p>

	<p>topic.</p> <p>Infer the larger ideas or messages in a nonfiction text.</p> <p>Synthesize new information about the power of poetry and revise thinking.</p> <p>Notice and think critically about word choice.</p> <p>Infer and understand the social lessons in a modern folktale.</p> <p>Use evidence from the text to support predictions.</p> <p>Use background knowledge to understand the actions of characters.</p> <p>Infer the writer's purpose in writing about the importance of preserving and sharing heritage.</p>	<p>Pablo Neruda: Poet of the People</p> <p>The Storyteller</p> <p>The Treasure Box</p>		
<p>Joyce Sidman (author story)</p>	<p>Recognize the author's use of sensory details and repetition in her poetry.</p> <p>Use evidence from the book to talk</p>	<p>Boatman</p>		<p>L.VI.5.3.A RL.CI.5.2 L.VI.5.3 RL.MF.5.6</p>

	<p>about how different species are specifically equipped to survive in a pond.</p> <p>Respond to the author's use of metaphor.</p> <p>Appreciate how the writer uses personification to dramatize the natural world.</p> <p>Recognize the power of words to hurt and heal.</p> <p>Notice and respond to the author's poetic use of simile and sensory language.</p> <p>Recognize Joyce Sidman's use of metaphor, personification, and sounds and other sensory details.</p> <p>Use expository text to help decode poetic language.</p>	<p>Winter Bees & Other Poems</p> <p>This is Just to Say</p> <p>Dark Emperor and other Poems</p>		
Reading Mini Lessons (one per day)				
Using a Reader's Notebook	Understand that a reader's notebook is a special place to collect thinking about books read.	<p>RML.WAR.U1.RML1</p> <p>(pgs. 574-575)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		SL.PE.5.1. B
1 week				

	<p>Learn to record the book title, author, genre, the level of challenge the book provided, and the date it is completed in the reader's notebook.</p> <p>Keep track of how many books are read in a particular genre in the reader's notebook.</p> <p>Learn and/or develop the guidelines for working together in the classroom.</p>	<ul style="list-style-type: none"> • Summarize and Apply • Share <p>RML.WAR.U1.RML2 (pgs. 576-577)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U1.RML3 (pgs. 578-579)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U1.RML4 (pgs. 580-581)</p> <ul style="list-style-type: none"> • Mini Lesson 		
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		<ul style="list-style-type: none"> • Have a Try • Summarize and Apply • Share 		
<p>Living a Reader's Life</p> <p>1 week</p>	<p>Find books using different resources both inside and outside of the classroom.</p> <p>Prepare and present the book confidently, clearly, and enthusiastically.</p> <p>Notice and identify the people or reading communities that influence reading.</p> <p>Reflect on reading habits including text selection, commitment, engagement.</p>	<p>RML.MGT.U3.RML1 (pgs. 110-111)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.MGT.U3.RML3 (pgs. 114-115)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.MGT.U3.RML4 (pgs. 116-117)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>SL.PE.5.1.B</p> <p>SL.PE.5.1.C</p>

	<p>Make reading plans to stretch and grow as a reader.</p>	<p>RML.MGT.U3.RML5 (pgs. 118-119)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.MGT.U3.RML6 (pgs. 120-121)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Writing Letters to Share Thinking about Reading</p> <p>1/2 week</p>	<p>Understand some of the different ways to share thinking about books in a letter and how to provide evidence for that thinking.</p>	<p>RML.WAR.U3.RML1 (pgs. 586-587)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U3.RML2</p>		<p>RL.CI.5.2</p>

	<p>Understand that letters about reading are an ongoing conversation with the teacher.</p> <p>Identify the qualities of a strong letter, including content and conventions.</p>	<p>(pgs. 588-589)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U3.RML3</p> <p>(pgs. 590-591)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Exploring Different Kinds of Poetry</p> <p>1/2 week</p>	<p>Recognize and understand the characteristics of a lyrical poem.</p> <p>Recognize and understand the characteristics of free verse poetry.</p>	<p>RML.LA.U7.RML1</p> <p>(pgs. 196-197)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U7.RML2</p>		<p>L.VI.5.3.A</p> <p>RL.VI.5.3</p> <p>RL.MF.5.6</p>

	Recognize and understand the characteristics of limericks.	<p>(pgs. 198-199)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U7.RML3</p> <p>(pgs. 200-201)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-3, WAR.U5.RML 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

		1-6, WAR.U6.RML 1-3, WAR.U7.RML 1-4)]		
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ELA.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.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.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.
ELA.SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
ELA.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.
ELA.SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals

and nations in need.

SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade-level texts for independent reading, research projects on topics of interactive read alouds.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various ecosystems, animals, plants, predator/prey relationships and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA. Set reading goals based on data from graphs and charts.

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 3: Exploring Literary Language

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will continue to read a variety of texts in order to improve fluency and comprehension. Students will think critically about characters and analyze their feelings and/or motivations. By analyzing setting and plot, students improve comprehension of challenging texts. Students will implement summarizing strategies for fictional stories. Students will analyze poetry for literary and figurative language. The Text Sets for this unit are *Freedom* and *Exploring Literary Language*.

Essential Questions

- What is freedom and how does the desire for freedom drive people to actions?
- What does freedom mean to individuals in this book?
- How do writers use literary language to enliven their writing?
- Why do you think these writers use poetry as a way to get their message across?

Enduring Understandings

- The struggle for freedom is ongoing.
- Freedom has different meanings for each person.
- Writers can combine multiple writing styles and voices in the same book.
- Metaphors, similes, and other figurative language terms help make complex or abstract ideas clearer to readers.

Summative Assessment and/or Summative Criteria

Trimester 1 Benchmark, BAS, Running Records, Cold-read assessments, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Poetry Study
- Summarizing
- Figurative Language (overview)
- Message/Theme/Main Idea (overview)
- Character Analysis
- Point of View
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Using a Reader's Notebook, Living a Reader's Life, Writing Letters to Share Thinking about the Text, and Exploring Different Types of Poetry are applicable to the books in this Text Set. They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Freedom
- Exploring Literary Language

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- The Wild Robot by Peter Brown

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to reading independent activities • Graphic Organizers • Exit Tickets 	
Freedom	<p>Infer the author's message about freedom, war, and the importance of remembering history.</p> <p>Recognize and understand the symbolism of</p>	<p>Dia's Story Cloth</p> <p>Wall</p>		<p>RL.CR.5.1</p> <p>RL.CI.5.2</p> <p>L.VI.5.3</p>

	<p>darkness and light throughout the book.</p> <p>Use evidence from the book to support opinions about the story's main character/narrator.</p> <p>Use evidence from the book to support ideas and opinions about Jose Marti.</p> <p>Recognize how the main character grows and changes in response to the events of the story.</p>	<p>Under the Quilt of Night</p> <p>Marti's Song for Freedom</p> <p>The Composition</p>		
<p>Literary Language</p>	<p>Respond to and talk about the possible meanings of poetic language.</p> <p>Notice and discuss unique uses of words and phrasing in a poem.</p> <p>Become aware of how a writer's choice of words and sounds helps create atmosphere and</p>	<p>If You're Not from the Prairie</p> <p>Hoops</p> <p>Sequoia</p> <p>The Secret Pool</p>		<p>L.VI.5.3 RL.TS.5.4 RL.PP.5.5</p>

	<p>convey attitudes.</p> <p>Listen to and identify rhymes, similes, metaphors, sound words, and other poetic language.</p>			
Reading Mini Lessons				
<p>Understanding Character's Feelings</p> <p>1/2 week</p>	<p>Infer characters' feelings as revealed through thought, dialogue, and behavior</p> <p>Notice what the characters say and do to understand their relationship.</p> <p>Think about what characters really want.</p>	<p>RML.LA.U28.RML1 (pgs. 452-453)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U28.RML2 (pgs. 465-465)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U28.RML3 (pgs. 456-457)</p>		<p>RL.CR.5.1 RL.CI.5.2 RL.IT.5.3</p>

		<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Understanding Plot 1 week	<p>Notice and understand that the plot is a sequence of events in a story, including a beginning, problem, high point, solution, and ending.</p> <p>Understand that stories can have more than one problem.</p> <p>Recognize when writers use literary devices such as flashbacks, flash-forwards, and story-within-a-story.</p> <p>Recognize a writer's use of plots and subplots.</p>	<p>RML.LA.U27.RML1 (pgs. 438-439)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U27.RML2 (pgs. 440-441)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U27.RML3 (pgs. 442-443)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		RL.TS.5.4

	<p>Notice the different ways writers' craft endings to their stories.</p>	<ul style="list-style-type: none"> • Share <p>RML.LA.U27.RML4 (pgs. 444-445)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U27.RML6 (pgs. 448-449)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Thinking Critically about Characters</p> <p>1/2 week</p>	<p>Think critically about authenticity and believability of characters and their behavior and dialogue.</p> <p>Evaluate the consistency of characters' actions within a particular</p>	<p>RML.LA.U30.RML1 (pgs. 470-471)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RL.IT.5.3 RL.PP.5.5</p>

	<p>setting.</p> <p>Evaluate whether the writer makes you feel empathy for a character.</p>	<p>RML.LA.U30.RML2</p> <p>(pgs. 472-473)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U30.RML3</p> <p>(pgs. 474-475)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Thinking about Setting in Fiction Books</p> <p>1/2 week</p>	<p>Notice and understand the poetic or descriptive language used to show the setting.</p> <p>Evaluate the significance of setting in the story.</p>	<p>RML.LA.U26.RML1</p> <p>(pgs. 428-429)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U26.RML2</p> <p>(pgs. 430-431)</p> <ul style="list-style-type: none"> • Mini Lesson 		<p>L.VI.5.3</p> <p>RL.TS.5.4</p>

	Evaluate the authenticity of the setting in historical or realistic fiction.	<ul style="list-style-type: none"> • Have a Try • Summarize and Apply • Share <p>RML.LA.U26.RML4 (pgs. 434-435)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Summarizing ½ week	Tell about the theme and the important events of a text in a sequence, including the characters, setting, problem, and solution.	<p>RML.SAS.U5.RML1 (pgs. 532-533)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		RL.CI.5.2
Comparing texts 1 week	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements,</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RM L1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p>

	webs, poems, etc)	<p>Organizer [WAR.U4.RML 3,4,5]</p> <p>○ Written response [WAR.U3.RML 1-3, WAR.U5.RML 1-6, WAR.U6.RML 1-3, WAR.U7.RML 1-4)]</p>		<p>W.WR.5. 5</p> <p>W.SE.5.6</p>
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ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade-level texts for independent reading, research projects on topics of interactive read alouds.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various ecosystems, animals, plants, predator/prey relationships and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA. Set reading goals based on data from graphs and charts.

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 4: Facing the Unknown

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will be able to analyze text sets for overall themes. Students will identify how point of view and perspective can affect how a story is told. Students will be able to understand character motivations and feelings using evidence from the text. Students will be able to identify characteristics of the genre realistic fiction. The text sets for this unit are Grit/Perseverance, Hope/Resilience, and Facing the Unknown.

Essential Questions

- Why is it important to persevere when you are faced with a challenge?
- How does the character overcome obstacles, roadblocks, and challenges?
- How do character's maintain hope and find strength in difficult circumstances?
- What traits are most helpful when characters are dealing with difficult circumstances?

Enduring Understandings

- It can take time to achieve goals, so having grit and perseverance is beneficial.
- You can learn a great deal about yourself by facing challenges and obstacles.
- If you don't like what is going on in your life, take action and work for change
- Trusting others and working together makes problem-solving easier.

Summative Assessment and/or Summative Criteria

Trimester 1 Benchmark, BAS, Running Records, Cold Read assessments, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Thinking about Themes, Analyzing Perspective and Point of View, Understand Character Motives and Feelings, and Understanding Realistic Fiction. They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Grit and Perseverance
- Facing the Unknown
- Hope and Resilience

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- A Long Walk to Water by Linda Sue Park

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	

<p>Grit and Perseverance</p>	<p>Discuss Gary Paulsen's purpose in writing the book and the theme of grit and perseverance</p> <p>Infer the character traits and motivations of the subject of a biography</p> <p>Notice the complexity of Coraline's character and how she changes over many event in the plot</p> <p>Notice how Jerry Pinckney reveals the underlying message (through dialogue, language, and a character's actions)</p> <p>Understand that the big ideas in texts can be applied to their lives or to other people and society</p> <p>Make thematic connections about grit and perseverance across</p>	<p>Brian's Winter</p> <p>Ira's Shakespeare Dream</p> <p>Coraline</p> <p>Rikki-Tikki-Tavi</p> <p>Ada's Violin</p> <p>Nim and the War Effort</p>		<p>RL.CR.5.1 RL.CI.5.2 RL.TS.5.4 RL.PP.5.5</p>
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	fiction texts that are read aloud			
Hope and Resilience	<p>Apply background knowledge to extend understanding of historical fiction.</p> <p>Recognize and understand that fiction texts may have settings that reflect diverse places, languages, and cultures.</p> <p>Notice and understand settings that are distant in place from students' own experiences</p> <p>Infer the importance</p>	<p>Let the Celebrations Begin!</p> <p>Silent Music</p> <p>Sami and the Time of the Troubles</p> <p>Home to Medicine Mountain</p> <p>Malala/Iqbal</p>		<p>RL.CI.5.2</p> <p>RL.IT.5.3</p> <p>RL.PP.5.6</p>

	<p>of holding on to family and cultural traditions</p> <p>Notice language that conveys an emotional atmosphere</p>			
Facing the Unknown	<p>Infer and understand the writer's message about bravery and faith in oneself</p> <p>Recognize the use and reuse of symbolism within a narrative</p> <p>Compare and contrast the story's setting with the character's earlier home</p> <p>Discuss ways the language reflects both positive and negative aspects of a long voyage</p>	<p>The Village That Vanished</p> <p>The Lamp, the Ice, and the Boat Called Fish</p> <p>King of the Sky</p> <p>Sailing the Unknown: Around the World with Captain Cook</p>		<p>RL.CI.5.2</p> <p>RL.IT.5.3</p> <p>RL.CT.5.8</p>
Reading Mini Lessons				
Thinking About Themes	<p>Infer the major themes of a fiction book</p>	<p>Mini Lesson</p> <p>RML.LA.U9.RML1 (pg. 212-213)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		<p>RL.CI.5.2</p>
1/2 week				

	<p>Infer the major themes of a non-fiction book.</p> <p>Notice and understand themes reflecting important human challenges and social issues</p>	<ul style="list-style-type: none"> • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U9.RML2</p> <p>(pg. 214-215)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U9.RML3</p> <p>(pg. 216-217)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Analyzing Perspective and Point of View</p> <p>1/2 week</p>	<p>Notice the narrator and point of view of the story</p> <p>Notice when a writer changes the narrator and perspective of the story</p>	<p>Mini Lesson</p> <p>RML.LA.U31.RML1</p> <p>(pg. 478-479)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U31.RML2</p> <p>(pg. 480-481)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		<p>RL.PP.5.6</p>

	Notice how the writer shows different perspective through primary and secondary characters	<ul style="list-style-type: none"> • Summarize and Apply • Share <p>RML.LA.U31.RML3 (pg. 482-483)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Understand Character Feelings, Motivations, & Intentions 1/2 week	<p>Infer characters' feelings as revealed through thought, dialogue, and behavior.</p> <p>Infer relationships between characters as revealed through dialogue and behavior</p> <p>Infer characters' motivations as revealed through dialogue and behavior</p>	<p>RML.LA.U28.RML1 (pg. 452-453)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U28.RML2 (pg. 454-455)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U28.RML3 (pg. 456-457)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		RL.CR.5.1 RL.IT.5.3
Understand Realistic	Understand that a characteristic of	RML.LA.U21.RML1		RL.CI.5.2 RL.TS.5.4

<p>Fiction ½ week</p>	<p>realistic fiction is that the characters, plot, and setting could exist in real life.</p> <p>Notice how realistic fiction writers reveal characters and make them seem real.</p> <p>Evaluate the believability of a realistic fiction text.</p>	<p>(pg. 364-365)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U21.RML2</p> <p>(pg. 366-367)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U21.RML3</p> <p>(pg. 368-369)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Comparing texts 1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RM L1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.</p>

		3,4,5] ○ Written response [WAR.U3.RML 1-3, WAR.U5.RML1 -6, WAR.U6.RML 1-3, WAR.U7.RML 1-4)]		5 W.SE.5.6
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ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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).
ELA.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.
ELA.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.
ELA.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.
ELA.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.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North

	American colonies.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on topics of interactive read alouds.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 5: Achieving the Dream Through Genre Study

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students analyze characteristics of non-fiction texts specifically focusing on biography. Students will notice how non-fiction authors organize information in the text. Students will analyze different text structures including description, cause and effect, problem and solution, sequence and order, and compare and contrast. Students will identify books of different genres and create summaries for fiction and non-fiction texts. The text sets for this unit are Genre Study Biography (Musicians), Achieving a Dream, and Author/Illustrator Study Ted and Betsy Lewin

Essential Questions

- What characteristics are in a biography text?
- How does a character achieve the dream of becoming the best at what they love to do?
- How are the Ted and Betsy Lewin books similar? How are they different?
- How are non-fiction texts organized?

Enduring Understandings

- A biography is the story of all or part of a person's life written by someone else
- A character working to achieve the dream accepts help from others, embraces talent and hard work, and doesn't give up.
- Form and discuss opinions about reading, writing, and illustration styles of Ted and Betsy Lewin
- Non-fiction stories follow different text structures such as: sequence and order, compare and contrast, problem and solution, cause and effect, and description

Summative Assessment and/or Summative Criteria

Trimester 2 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: studying biography, introducing different genres and forms for response to reading, summarizing nonfiction texts, and noticing how non-fiction authors organize information. They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Genre Study: Biography (Musicians)
- Achieving a Dream
- Author/Illustrator Study: Ted & Betsy Lewin

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- A Long Walk to Water by Linda Sue Park

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book: <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	
Genre Study: Biographies	Express ideas about choices the author made in writing this biography Summarize information about hearing a complex text read aloud.	Strange Mr. Satie: Composer of the Absurd Esquivel! Space-Age Sound Artist Ella Fitzgerald I and I: Bob Marley		RL.CI.5.2 RL.PP.5.5

	<p>Understand that the author slightly bends the genre by having an imaginary narrator, but it's still a biography.</p> <p>Notice how the illustrations support the text and convey mood.</p> <p>Discuss how Lena Horne was influenced by the times in which she lived</p>	<p>The Legendary Miss Lena Horne</p>		
<p>Achieving a Dream</p>	<p>Analyze Duke's character based on his actions in response to events</p> <p>Synthesize prior knowledge about racial discrimination with new information from the book</p> <p>Analyze how the author and illustrator use their craft to create a distinctive narrative voice and look.</p> <p>Make comparisons between aspects of</p>	<p>Surfer of the Century</p> <p>Sixteen Years in Sixteen Seconds</p> <p>Long-Armed Ludy</p> <p>Tallchief</p> <p>Silent Star</p>		<p>RI.CR.5.1 RI.IT.5.3</p>

	<p>this book and other books in the set</p> <p>Infer the author's messages about perseverance, overcoming obstacles, and what it takes to achieve a dream</p>			
<p>Author/Illustrator Study: Ted and Betsy Lewin</p>	<p>Form and discuss opinions about writing and illustrating style of Ted and Betsy Lewin</p> <p>Identify causes and effects</p> <p>Understand that graphics provide important information</p> <p>Infer and discuss information about people and cultures from details in the text and illustrations</p> <p>Infer the bigger ideas or messages in a nonfiction text about an African safari</p>	<p>Balarama</p> <p>Gorilla Walk</p> <p>Top to Bottom</p> <p>Horse Song</p> <p>Elephant Quest</p>		<p>RI.TS.5.4</p> <p>RI.CI.5.2</p>
<p>Reading Mini</p>				

Lessons (one per day)				
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<p>Studying Biography</p> <p>2 weeks</p>	<p>Notice and understand the characteristics of biography as a genre.</p> <p>Construct a working definition for biography.</p> <p>Understand that biographers choose their subject for a variety of reasons</p> <p>Analyze the craft decisions the biographer makes in writing a biography</p> <p>Understand why biographers include details about the society and culture of the time the subject lived.</p>	<p>Mini Lesson</p> <p>RML.LA.U16.RML1 (pg. 302-303)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML2 (pg. 304-305)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML3 (pg. 306-307)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML4 (pg. 308-309)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RI.CI.5.2</p> <p>RI.IT.5.3</p> <p>RI.TS.5.4</p>
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	<p>Understand and infer the influence of the subject's relationship</p> <p>Infer a subject's personality traits and motivations from the facts and details the biographer includes about the subject's life</p> <p>Analyze the craft decisions the biographer makes in writing a biography</p> <p>Infer ways the subject's accomplishments might have influence life today</p>	<ul style="list-style-type: none"> • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML5</p> <p>(pg. 310-311)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML6</p> <p>(pg. 312-313)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML7</p> <p>(pg. 314-315)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U16.RML 8</p> <p>(pg. 316-317)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		
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- Summarize and Apply

- Share

Mini Lesson

RML.LA.U16.RML.9

(pg. 318-319)

- Mini Lesson

- Have a Try

- Summarize and Apply

- Share

<p>Introducing Different Genres and Forms for Response to Reading</p> <p>1/2 week</p>	<p>Brainstorm a list of the different types of thinking you might share about books</p> <p>Write a sketch of the subject of a biography</p> <p>Use a short write to share and deepen thinking about a book</p>	<p>Mini Lesson</p> <p>RML.WAR.U5.RML1 (pg. 606-607)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U5.RML3 (pg. 612-613)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U5.RML5 (pg. 614-615)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RI.CR5.1</p>
<p>Noticing How Nonfiction Authors Choose to Organize Information</p> <p>1 week</p>	<p>Notice how nonfiction authors' use of chronological and temporal sequence.</p> <p>Notice when nonfiction authors organize information using a</p>	<p>RML.LA.U17.RML1 (pg. 322-323)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U17.RML3 (pg. 326-327)</p>		<p>RI.TS.5.4</p>

	<p>compare and contrast structure</p> <p>Notice when nonfiction authors organize information using cause and effect</p> <p>Notice when nonfiction authors organize information by explaining the problem and the solution</p> <p>Understand that sometimes nonfiction authors use several different organizational structures within the same book</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U17.RML4 (pg. 328-329)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U17.RML5 (pg. 330-331)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U17.RML6 (pg. 332-333)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Summarizing Non-Fiction</p> <p>½ week</p>	<p>Tell the important events in chronological order to summarize a biography or memoir</p>	<p>RML.SAS.U5.RML2 (pg. 534-535)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RI.CI.5.2</p> <p>RI.TS.5.4</p>

	Tell a summary of the most important information and ideas in an informational book and reflect the overall structure	<ul style="list-style-type: none"> • Share <p>RML.SAS.U5.RML3 (pg. 536-537)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Comparing texts 1 week	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML 3,4,5] ○ Written response [WAR.U3.RML 1-3, WAR.U5.RML 1-6, WAR.U6.RML 1-3, WAR.U7.RML 1-4] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

flexibly from a range of strategies.

ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
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SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on topics of Interactive Read Alouds

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 6: Caring for the World Through Nonfiction Texts

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will determine what components make up an expository nonfiction text. Through studying nonfiction, students will analyze text and book features. Students will frequently monitor comprehension of increasingly challenging texts. When faced with complex and unknown words, students will solve for meaning through use of context clues. Students will compare how different texts carry across the same theme in a different way. The text sets for this unit are Expository Nonfiction and Caring for our World.

Essential Questions

- What are some common characteristics of expository nonfiction texts?
- How can we change or prevent human activities that threaten the Earth's finite resources?
- How can one solve the meaning of an unknown and unfamiliar word in a complex text?
- What are some strategies for monitoring comprehension of difficult and challenging texts?

Enduring Understandings

- Expository nonfiction gives the reader information about a topic through a variety of text structures.
- Through local change and using whatever tools you have, one can educate others and effect positive change
- A writer defines a word, uses a synonym or antonym, and provide examples which can be used to solve unknown meaning
- A reader can break apart a word into parts, prefixes, roots, or suffixes to determine meaning
- A reader will preview text features, be persistent, chunk the text, and monitor understanding of complex text to improve reading comprehension

Summative Assessment and/or Summative Criteria

Trimester 2 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Notice Book and Print Features, Using Context and Word Parts to Understand Vocabulary, Understanding Connectives, Studying Expository Nonfiction, and Monitoring Comprehension of Difficult Texts.

They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work

- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Caring for our World
- Expository Nonfiction

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- A Long Walk to Water by Linda Sue Park

Chart paper & drawing materials

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book: <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	

<p>Genre Study: Expository Nonfiction</p>	<p>Understand the importance of organization in expository nonfiction</p> <p>Use evidence from book to support ideas and opinions about the design and organization of the book</p> <p>Notice how illustrations, quotes, and text layout help communicate the author's message</p> <p>Express personal reactions to some of the book's features</p> <p>Synthesize new information from the text and revise their thinking in response</p>	<p>Birds</p> <p>Giant Squid</p> <p>Team Moon</p> <p>The Cod's Tale</p> <p>The Story of Salt</p>		<p>RI.CR.5.1 RI.CI.5.2 RI.IT.5.3</p>
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Caring for Our World	<p>Infer a writer’s purpose in a nonfiction text</p> <p>Notice a nonfiction writer’s use of narrative text structure in a biography</p> <p>Infer the significance of nonfiction content to their own lives.</p> <p>Notice a writer’s use of argument and persuasion</p> <p>Notice the relationship between the author’s choice of a desert setting and the book’s message</p>	<p>Can We Save the Tiger?</p> <p>Rachel Carson and Her Book That Changed the World</p> <p>One Well</p> <p>Cycle of Rice, Cycle of Life</p> <p>Alejandro’s Gift</p>		<p>RI.CR.5.1 RI.TS.5.4 RI.PP.5.6</p>
Reading Mini Lessons (one per day)				
<p>Notice Book and Print Features</p> <p>1 week</p>	<p>Notice, use, and understand the purpose of the dedication, acknowledgments, and author’s page..</p>	<p>Mini Lesson</p> <p>RML.LA.U13.RML1 (pg. 264-265)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize 		<p>RI.CR.5.1 RI.CI.5.2 RI.TS.5.5</p>

	<p>Notice and understand that authors and illustrators often give important information in the author's/illustrator's note</p> <p>Notice and understand the purpose of prologues and epilogues</p> <p>Notice, use, and understand the purpose of footnotes, glossary, appendix, and pronunciation guide</p> <p>Understand and appreciate that the design of the peritext often adds to the meaning of the text and sometimes has cultural or symbolic significance</p>	<p style="text-align: center;">and Apply</p> <ul style="list-style-type: none"> • Share <p>Mini Lesson</p> <p>RML.LA.U13.RML2 (pg. 266-267)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U13.RML3 (pg. 268-269)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U13.RML4 (pg. 270-271)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p>		
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		<p>RML.LA.U13.RML5 (pg. 272-273)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Using Context and Word Parts to Understand Vocabulary</p> <p>1 week</p>	<p>Understand that sometimes a writer tells the meaning of a word in the sentence, the paragraph, or elsewhere in the book</p> <p>Understand that writers sometimes use synonyms and antonyms within a sentence to explain the meaning of a word.</p> <p>Understand that sometimes writers use examples to show the meaning of a word.</p> <p>Understand that</p>	<p>Mini Lesson</p> <p>RML.SAS.U2.RML1 (pg. 502-503)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U2.RML2 (pg. 504-505)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U2.RML3 (pg. 506-507)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RI.TS.5.4 L.VI.5.3.A</p>

	<p>word roots, base words, suffixes, and prefixes can be used to determine the meaning of a word.</p> <p>Understand that knowledge of Greek and Latin roots can be used to figure out what a word means</p>	<p>RML.SAS.U2.RML4 (pg. 508-509)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U2.RML5 (pg. 510-511)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Understanding Connectives</p> <p>1/2 week</p>	<p>Notice how writers use connecting words to show the passage of time or to sequence something .</p> <p>Learn connectives that show cause and effect.</p> <p>Learn connectives that show a different or opposite</p>	<p>RML.SAS.U3.RML2 (pg. 516-517)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U3.RML3 (pg. 518-519)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>L.VL.5.2</p> <p>RI.TS.5.4</p>

	point of view	<p>RML.SAS.U3.RML4 (pg. 520-521)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Monitoring Comprehension of Difficult Text</p> <p>½ week</p>	<p>Navigate a difficult text by previewing the title and headings, graphics, introduction, and summary</p> <p>Self-monitor and self-correct by rereading, finding the meaning of key vocabulary, and reading on to gain more information</p> <p>Read short sections and think about what the author is saying</p>	<p>RML.SAS.U6.RML1 (pg. 540-541)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U6.RML3 (pg. 544-545)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.SAS.U6.RML4 (pg. 546-547)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>L.VL.5.2 RI.TS.5.4</p>

<p>Studying Expository Non-Fiction</p> <p>1 week</p>	<p>Construct a working definition for expository nonfiction</p> <p>Understand that works of expository nonfiction have at least one main topic with information to support it</p> <p>Understand that authors of expository nonfiction include different tools to locate information</p> <p>Understand that authors include different types of graphics and illustrations to provide information in a clear way.</p> <p>Evaluate the accuracy and</p>	<p>RML.LA.U14.RML2 (pg. 278-279)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U14.RML3 (pg. 280-281)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U14.RML4 (pg. 282-283)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U14.RML5 (pg. 284-285)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RI.CR.5.1 RI.CI.5.2</p>
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	quality of expository texts	<ul style="list-style-type: none"> • Share <p>RML.LA.U14.RML6 (pg. 286-287)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Comparing texts 1 week	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>		<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-3, WAR.U5.RML1-6, WAR.U6.RML1-3, WAR.U7.RML1-4)] 	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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.
ELA.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.
ELA.RI.PP.5.5	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.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	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.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Conflict Resolution and Empathy during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on Interactive Read Aloud topics.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 7: Reading Like a Writer

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 Weeks**

Status: **Published**

Summary of the Unit

Students will analyze illustrations and pictures to determine mood, tone, plot events, and more. Students will also study writer's craft and author's purpose for drafting text. Additionally, students will analyze word choice in text to further determine the author's subject choice and purpose. Through various mini lessons, students will analyze persuasive texts and determine facts and opinion. Additionally, students will write persuasively about texts in their reader's notebooks. The text sets for this unit are: Understanding How Things Work, Writer's Craft, and Problem Solving and Resourcefulness.

Essential Questions

- How can we continue to improve things that we make?
- Why do people have a responsibility to try to right things that are wrong?
- How do writers use their craft to write great stories that hold our interest?
- How does a writer persuade readers?

Enduring Understandings

- To move forward it is important to try things no one has tried before.
- Your actions can have a positive impact on the lives of others
- Some writers tell a narrative story and show readers their message through plot and what the characters learn.
- A writer persuades readers using facts, opinions, information, and more.

Summative Assessment and/or Summative Criteria

Trimester 2 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Studying Author's and Their Processes, Writing About Reading to Persuade, Using Graphic Organizers to Share Thinking About Books, Exploring Persuasive Texts, and Learning Information from Illustrations/Pictures.

They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Writer's Craft
- Understanding How Things Work
- Problem Solving and Resourcefulness

Optional Related Read Alouds (can be used in between IRA texts)

- The Miraculous Journey of Edward Tulane by Kate DiCamillo
- Because of Winn Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
- A Long Walk to Water by Linda Sue Park

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	
The Writer's Craft	<p>Understand how a writer reveals the underlying message in a text</p> <p>Use details from illustrations to support discussion</p> <p>Make connections between events and themes in historical fiction and the world as we know it.</p>	<p>Fire Bird</p> <p>Black Dog</p> <p>Letters from Rifka</p> <p>Eliza's Freedom Road: An Underground Railroad Diary</p> <p>Encounter</p>		<p>RL.CR.5.1 RL.CI.5.2 RL.PP.5.5</p>

	<p>Discuss author's purpose of exposing cruelties of slavery and prejudice</p> <p>Explore point of view in a historical fiction story</p>			
<p>Understanding How Things Work</p>	<p>Infer the author's purpose in writing Banneker's biography</p> <p>Notice and infer the importance of confidence and determination to bring a project to fruition</p> <p>Notice language that helps convey the mood</p> <p>Notice the narrative organization of a nonfiction text</p> <p>Recognize and understand the writer's use of underlying text structure (temporal sequence)</p>	<p>Ticktock Banneker's Clock</p> <p>Mr. Ferris and His Wheel</p> <p>Balloons Over Broadway</p> <p>Titanic: Disaster at Sea</p> <p>Skateboards</p>		<p>L.VL.5.2</p> <p>RI.TS.5.4</p> <p>RI.CR.5.1</p>

<p>Problem Solving and Resourcefulness</p>	<p>Evaluate what some text resources contribute to the meaning of a text</p> <p>Recognize and appreciate the ambiguous ending in a fiction text</p> <p>Use text resources outside the main body of a text and synthesize information from them</p> <p>Express and support personal opinions about the text and illustrations</p> <p>Discuss how writer creates humor in the story</p>	<p>Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future</p> <p>Destiny's Gift</p> <p>The Soda Bottle School: A True Story About Recycling, Teamwork, and One Crazy Idea</p> <p>Finding the Music</p> <p>Aliens Ate My Homework</p>		<p>RI.CI.5.2 RI.TS.5.4 RI.AA.5.7 RI.CT.5.8</p>
<p>Reading Mini Lessons (one per day)</p>				

<p>Studying Author's and their Processes</p> <p>1 week</p>	<p>Understand that an author usually writes several books and that there are often recognizable characteristics across the books..</p> <p>Use different parts of the book to hypothesize why the author chose the idea or topic of the text</p> <p>Understand that authors engage in research for their writing</p> <p>Understand that authors often write about the same settings, topics, or themes in their books</p>	<p>Mini Lesson</p> <p>RML.LA.U3.RML1 (pg. 158-159)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U3.RML2 (pg. 160-161)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U3.RML3 (pg. 162-163)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U3.RML4 (pg. 164-165)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 	<p>RI.TS.5.4</p> <p>RI.PP.5.5</p>
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		<ul style="list-style-type: none">• Summarize and Apply• Share		
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<p>Writing about Reading to Persuade</p> <p>½ week</p>	<p>Make an advertisement that tells about a text in an attention-getting or persuasive way</p> <p>Write a book review</p> <p>Make a persuasive poster that reflects an opinions about a topic</p>	<p>Mini Lesson</p> <p>RML.WAR.U6.RML1</p> <p>(pg. 620-621)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U6.RML2</p> <p>(pg. 622-623)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U6.RML3</p> <p>(pg. 624-625)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RI.CR.5.1</p> <p>RI.CT.5.8</p>
<p>Exploring Persuasive Texts</p> <p>1 week</p>	<p>Understand that sometimes authors write books or articles to persuade you to believe or do something .</p> <p>Identify the evidence authors use to support an argument</p>	<p>RML.LA.U15.RML1</p> <p>(pg. 290-291)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U15.RML2</p> <p>(pg. 292-293)</p>		<p>RI.CR.5.1</p> <p>RI.AA.5.7</p> <p>RI.CT.5.8</p>

	<p>Notice the difference between fact and opinion</p> <p>Recognize a writer’s use of the technique of persuasion</p> <p>Evaluate an author’s qualifications and sources when you read a persuasive text</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U15.RML3 (pg. 294-295)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U15.RML4 (pg. 296-297)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U15.RML5 (pg. 298-299)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Learning Information from Illustrations and Graphics</p> <p>½ week</p>	<p>Understand that authors use graphics to help you understand bigger ideas and messages</p> <p>Understand that authors use infographics to show</p>	<p>RML.LA.U19.RML1 (pg. 346-347)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RI.TS.5.4 RI.PP.5.5</p>

	<p>patterns and trends</p> <p>Understand that graphics and print are carefully placed in a nonfiction text so that ideas are communicated clearly</p>	<p>RML.LA.U19.RML2 (pg. 348-349)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U19.RML3 (pg. 350-351)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Using Graphic Organizer to Share Thinking About Books</p> <p>1 week</p>	<p>Use a diagram to show cause and effect</p> <p>Create an outline with headings and subheadings that reflect the organization of a text</p> <p>Learn how to use webs as a graphic organizer to connect information within a text or across texts</p> <p>Use a venn diagram to</p>	<p>RML.WAR.U4.RML1 (pg. 594-595)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U4.RML2 (pg. 596-597)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U4.RML3 (pg. 598-599)</p> <ul style="list-style-type: none"> • Mini Lesson 		<p>RI.TS.5.4</p>

	<p>compare and contrast books</p> <p>Use a grid to organize, analyze, and compare information across texts</p>	<ul style="list-style-type: none"> ● Have a Try ● Summarize and Apply ● Share <p>RML.WAR.U4.RML4 (pg. 600-601)</p> <ul style="list-style-type: none"> ● Mini Lesson ● Have a Try ● Summarize and Apply ● Share <p>RML.WAR.U4.RML5 (pg. 286-287)</p> <ul style="list-style-type: none"> ● Mini Lesson ● Have a Try ● Summarize and Apply ● Share 		
	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p> <p>Comparing texts</p> <p>1 week</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> ● Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML 1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML3, 4,5] ○ Written response [WAR.U3.RML1-3, WAR.U5.RML1-6, WAR.U6.RML 1-3, WAR.U7.RML 1-4] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

ELA.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.
ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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.
ELA.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.
ELA.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.
ELA.RI.PP.5.5	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.
ELA.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).
ELA.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.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Climate Change

- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
Climate Change Example: Using the book, Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future, students may compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States.
 - W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Climate Change Example: Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources. The book, Green City, includes information about how a community can "go green." Have the class work together to write a letter to your city or town council advocating the community encourage the construction of sustainable buildings.
- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- A. Provide reasons that are supported by facts from texts and/or other sources.
- A. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- A. Provide a conclusion related to the opinion presented.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Climate Change Example: Students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer

buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Interactive read alouds during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on Interactive Read Aloud topics.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, and Readworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 8: Resourcefulness in Reading

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students will determine characteristics and analyze various historical fiction texts. Students will use text evidence and character actions to determine the theme or message of the interactive read aloud. Students will analyze the author's purpose and word choice in analyzing the writer's craft. Throughout this unit, students will study the works of Andrea Davis Pinkney and identify similarities or differences across the text. Teacher will choose one class novel either *Wonder* by R.J. Palacio or *Number the Stars* by Lois Lowry for students to focus on this reading unit. Reading mini lessons will be incorporated into the novel study. The text sets for this unit are: Historical Fiction and Andrea Davis Pinkney Author Story.

Essential Questions

- What are some characteristics of historical fiction?
- What do you notice about Andrea Davis Pinkney books?
- What does the writer want you to learn from the story?

Enduring Understandings

These may be entered in paragraph form or as a bulleted list. If you wish to enter them individually, click on the lists tab and enter each understanding separately.

Summative Assessment and/or Summative Criteria

Trimester 2 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Studying Historical Fiction, Thinking about The Author's Message, and Reading like a Writer: Analyzing Writer's Craft.

They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Historical Fiction
- Andrea Pinkney Davis Author Study

Class Novel Study

- Wonder by R.J. Palacio
- Number the Stars by Lois Lowry

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	
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<p>IRA Text Set (pair with RML)</p>	<p>Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the Text • Read the Text • Discuss the Text • Respond to the Text (Shared interactive writing or independent response to reading) 		<ul style="list-style-type: none"> • Classroom Observation • Respond to Reading independent activities • Graphic Organizers • Exit Tickets 	
<p>Historical Fiction</p>	<p>Understand the key importance of time and place in historical fiction</p> <p>Notice story elements that are historically accurate and those that are likely fictional</p> <p>Understand themes that reflect important human challenges and issues, such as injustice and racism</p> <p>Notice the author's use of descriptive</p>	<p>Winter Water</p> <p>Baseball Saved Us</p> <p>The Bracelet</p> <p>Coming on Home Soon</p> <p>The Butterfly</p>		

	<p>language</p> <p>Recognize and interpret simple symbolism</p>			
<p>Author Study: Andrea Davis Pinkney</p>	<p>Understand that a biography is the story of a person's life written by someone else</p> <p>Notice language and illustrations that convey mood and the author's message</p> <p>Notice Andrea Davis Pinkney's use of narrative text structure</p> <p>Form and state the basis for opinions about Andrea Davis Pinkney as an author</p> <p>Hypothesize Andrea Davis Pinkney's resources for choosing Ezra Jack Keats to write about,</p>	<p>Duke Ellington</p> <p>Boycott Blues</p> <p>Martin & Mahalia: His Words, Her Song</p> <p>Sit-In</p> <p>A Poem for Peter</p>		

	and infer her attitude toward him.			
Reading Mini Lessons (one per day)				
Studying Historical Fiction 1 and ½ weeks	<p>Notice and understand the characteristics of historical fiction</p> <p>Create a working definition of historical fiction</p> <p>Infer the importance of the setting to the plot of the story in historical fiction</p>	<p>Mini Lesson</p> <p>RML.LA.U25.RML1 (pg. 414-415)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U25.RML2 (pg. 416-417)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p>		

	<p>Understand that historical fiction is always imagined but may be based on real people, places, and events</p> <p>Understand that historical fiction writers use language of the times in the dialogue to make the text feel authentic</p> <p>Understand that the messages in historical fiction can be applied to their own lives, to other people’s lives, or to society today</p>	<p>RML.LA.U25.RML3 (pg. 418-419)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U25.RML4 (pg. 420-421)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U25.RML5 (pg. 422-423)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U25.RML6 (pg. 424-425)</p> <ul style="list-style-type: none"> • Mini Lesson 		
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		<ul style="list-style-type: none"> • Have a Try • Summarize and Apply • Share 		
<p>Thinking about Author's Message</p> <p>½ week</p>	<p>Infer messages in works of fiction and nonfiction</p> <p>Understand that authors sometimes use symbolism to communicate a message</p> <p>Understand that the messages or big ideas can be applied to their own lives or to other people and society</p>	<p>Mini Lesson</p> <p>RML.LA.U8.RML1</p> <p>(pg. 204-205)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U8.RML2</p> <p>(pg. 206-207)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U8.RML3</p> <p>(pg. 208-209)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Reading like a Writer: Analyzing Writer's Craft</p>	<p>Notice how authors use poetic or descriptive language to appeal to the five</p>	<p>RML.LA.U10.RML1</p> <p>(pg. 220-221)</p>		

<p>2 weeks</p>	<p>senses</p> <p>.</p> <p>Notice and understand how the author uses similes and metaphors</p> <p>Notice and understand how the author uses personification</p> <p>Notice how a writer chooses language to fit the setting</p> <p>Notice how a writer's word choice creates the mood</p> <p>Notice how writers choose words that express their feelings or attitude toward a</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML2 (pg. 222-223)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML3 (pg. 224-225)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML4 (pg. 226-227)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML5 (pg. 228-229)</p> <ul style="list-style-type: none"> • Mini Lesson 		
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	<p>subject (tone)</p> <p>Recognize how a writer creates humor</p> <p>Notice the different ways writers use fonts to communicate ideas</p>	<ul style="list-style-type: none"> • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML6 (pg. 230-231)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML7 (pg. 232-233)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML8 (pg. 234-235)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
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	make relevant connections when drawing inferences from the text.
ELA.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.
ELA.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).
ELA.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.
ELA.RI.PP.5.5	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.
ELA.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).

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Interactive read alouds during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on Interactive Read Aloud topics.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, IXL Language Arts, and Readworks

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 9: Reader's Representation in Text

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 Weeks**

Status: **Published**

Summary of the Unit

Students will continue to study various fictional and nonfiction texts. Students will explore rights and citizenship through studying biographies of various influential individuals. Additionally, students will analyze various Duncan Tonatiuh by comparing and contrasting four different texts by the illustrator and author. Students will notice significant moments in a work of literature, called Signposts. Students will note these events and examine their impact on the story. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers. The teacher will choose one class novel either *Wonder* by R.J. Palacio or *Number the Stars* by Lois Lowry for students to focus on this reading unit. Reading mini lessons will be incorporated into the novel study. The text sets for this unit are: *Exploring Rights and Citizenship* and *Illustrator Study of Duncan Tonatiuh*. The reading mini lessons for this unit are: *Understanding Fantasy*, *Studying Illustrators* and *Analyzing an Illustrator's Craft*, and *Thinking Critically about the Way People are Represented in Texts*.

Essential Questions

- What are some examples of signposts found across a variety of fictional texts?
- How can we best exercise our rights and responsibilities as citizens?
- What are some common characteristics of Illustrator Duncan Tonatiuh's work?

Enduring Understandings

- The Notice and Note signposts in fiction are signals to readers to stop and think about what they are reading. The signposts include the following: *Again and Again*, *Contrast and Contradiction*, *Memory Moment*, *Tough Questions*, *Words of the Wiser*, and *AHA Moment*.
- Citizens can work within the political/legal system, join or organize mass movements to push for change, or use their own unique talents to help bring about political or social change.
- Duncan Tonatiuh books focus on heroes and their accomplishments, tell a nonfiction or fictional story, tell a story or another person's life, includes setting and influential people, and more

Summative Assessment and/or Summative Criteria

Trimester 3 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Understanding Fantasy, Studying Illustrators and Analyzing an Illustrator's Craft, and Thinking Critically about the Way People are Represented in Texts.

They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work

- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Exploring Rights and Citizenship
- Illustrator Study Duncan Tonatiuh

Class Novel Study

- Wonder by R.J. Palacio
- Number the Stars by Lois Lowry

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
IRA Text Set (pair with RML)	<p>Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book:</p> <ul style="list-style-type: none">• Introduce the Text• Read the Text• Discuss the Text• Respond to the Text (Shared interactive writing or independent response to reading)		<ul style="list-style-type: none">• Classroom Observation• Respond to Reading independent activities• Graphic Organizers• Exit Tickets	

<p>Exploring Rights and Citizenship</p>	<p>Understand the writer's messages about moral courage and nonviolent protest</p> <p>Synthesize new information from the book with prior knowledge about civil rights 1</p> <p>Identify the author's messages about social change, setbacks, and confronting prejudice</p> <p>Follow a narrative that consists of a lengthy flashback framed by brief opening and concluding scenes</p> <p>Synthesize what they already know about elections with information from the book.</p>	<p>Rosa</p> <p>Ida B. Wells</p> <p>Marching with Aunt Susan</p> <p>Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation</p> <p>The Day Gogo Went to Vote</p>		<p>RL.CI.5.2 RI.CR.5.1 RI.CT.5.2</p>
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<p>Author and Illustrator Study: Duncan Tonatiuh</p>	<p>Understand the cultural influences that inform the illustrator's unique style of drawing</p> <p>Understand how the author uses a fictional fable about animals to enlist the reader's empathy for a nonfiction story about human immigrants</p> <p>Discuss the author's purpose in writing about a dancer's vision and life story</p> <p>Infer the author's message that art is open to interpretation</p>	<p>The Princess and the Warrior</p> <p>Pancho Rabbit and the Coyote: A Migrant's Tale</p> <p>Danza: Amalia Hernandez and El Ballet Folklorico de Mexico</p> <p>Funny Bone</p>		<p>RL.MF.5.6 RL.CT.5.8 RL.CI.5.2</p>
<p>Reading Mini Lessons (one per day)</p>				
<p>Studying Illustrators and Analyzing an Illustrator's Craft</p> <p>1 week</p>	<p>Gain new information from the illustrations and understand that illustrations can be interpreted in different ways</p> <p>Understand that illustrators create and change the mood using</p>	<p>Mini Lesson</p> <p>RML.LA.U12.RML2 (pg. 252-253)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U12.RML3 (pg.254-255)</p>		<p>LA.RL.5.7 LA.RL.5.9 LA.RL.5.6</p>

	<p>different techniques</p> <p>Understand that illustrators use perspective to communicate an idea or feeling</p> <p>Understand that illustrators use symbols or color to reflect the theme of a book</p> <p>Understand how illustrators reflect the author’s feelings or attitude (tone) toward the subject of the text</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U12.RML4</p> <p>(pg. 256-257)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U12.RML5</p> <p>(pg. 258-259)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U12.RML6</p> <p>(pg. 260-261)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
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<p>Understanding Fantasy</p> <p>½ week</p>	<p>Notice and understand that a defining characteristic of fantasy is that the story could never happen in the real world</p> <p>Understand that the heroic and sometimes larger than life characters in fantasy represent the symbolic struggle between good and evil</p> <p>Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society</p>	<p>Mini Lesson</p> <p>RML.LA.U22.RML1</p> <p>(pg. 372-373)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U22.RML2</p> <p>(pg. 374-375)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U22.RML3</p> <p>(pg. 376-377)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>RL.MFF.5.6</p> <p>RL.CT.5.8</p>
<p>Thinking Critically About the Ways People are Represented in Text</p> <p>1/2 week</p>	<p>Evaluate how different groups of people are represented in illustrations and graphics</p>	<p>RML.LA.U5.RML2</p> <p>(pg. 180-181)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U5.RML3</p>		<p>RI.CR.5.1</p> <p>RI.CI.5.2</p>

	<p>Evaluate the way characters are portrayed in books, including critiquing for stereotypes and overgeneralizations of different groups of people</p> <p>Notice how the author’s choice of a character’s gender, race, etc., influences a story</p>	<p>(pg. 182-183)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U10.RML4</p> <p>(pg. 184-185)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Notice and Note Fiction Signposts</p> <p>2 weeks</p>	<p>Notice when characters act in surprising ways and think about what this reveals about them. -Identify places in the text that reveal a contrast or contradiction and ask: “Why would the character act this way?”</p> <p>-Use precise, exact words to describe characters’ actions and notice repeating patterns. -Recognize when something is repeated and ask: “Why does this happen again and again?”</p> <p>-Pay attention to</p>	<p>Mini Lessons: Contrasts and Contradictions (Notice and Note pages 114-127)</p> <p>Mini Lessons: Again & Again (Notice and Note pages 163-175 & The Reading Strategies Book 11.1 and 7.1)</p> <p>Mini Lessons: Tough Questions (Notice and Note pages 140-151)</p> <p>Mini Lessons: Aha Moment (Notice and Note pages 128-139)</p> <p>Mini Lessons: Words of the Wiser (Notice and Note pages 152-162 and The Reading Strategies Book 7.3)</p> <p>Mini Lessons: Memory Moment</p>		<p>RL.CT.5.2</p> <p>RL.IT.5.3</p> <p>RL.TS.5.4</p> <p>RL.PP.5.6</p>

	<p>characters' struggles/challenges and see them as turning points. - Recognize when the main character puts into words the major problem he/she is facing and ask: "What does this question make me wonder about?"</p> <p>-Notice phrases that indicate a sudden or growing awareness such as "I realized" and "now I understood" and ask: "How might this change things?"</p> <p>-Identify the scene in which a wiser, and generally older character offers the main character critical advice. Ask: "What's the life lesson and how might it affect the character?" -We can learn and give advice based on how characters treat each other.</p> <p>-Be alert to moments where the character remembers something from the past and ask: "Why might this be important?"</p>	<p>(Notice and Note pages 176-187)</p>		
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<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML 1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML 3,4,5] ○ Written response [WAR.U3.RML 1-3, WAR.U5.RML 1-6, WAR.U6.RML 1-3, WAR.U7.RML 1-4] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>
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ELA.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.
ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.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).
ELA.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.
ELA.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.
ELA.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.
ELA.RI.PP.5.5	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.
ELA.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).
ELA.RI.MF.5.6	Interpret information 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.
ELA.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.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Interactive read alouds during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on Interactive Read Aloud topics.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, IXL Language Arts, and Readworks

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Unit 10: Use Your Imagination

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 Weeks**

Status: **Published**

Summary of the Unit

Students will continue to study various fictional and nonfiction texts. Students will identify common characteristics of tall tales and create a working definition of what a tall tale is. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers. Students will identify common characteristics of legends and create a working definition of what a legend is. Through studying the works of author and illustrator Demi, students will determine common themes across the four texts. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers. The teacher will choose one class novel either *Wonder* by R.J. Palacio or *Number the Stars* by Lois Lowry for students to focus on in this reading unit. Reading mini lessons will be incorporated into the novel study. The text sets for this unit are: Tall Tales, Legends, and Demi author/illustrator study. The reading mini lessons for this unit are: Studying Legends, Studying Tall Tales, Thinking about Setting in a Fictional Story, and Responding Creatively to Reading.

Essential Questions

- What are tall tales and how can they be easily identifiable to readers?
- What are legends and how can they be identifiable to readers?
- What are some common characteristics of Demi's work?

Enduring Understandings

- Tall tales are a type of folk tale with a main character who is a larger than life superhero. Tall tales are often funny and exaggerated, explain how something was created, and involve the hero battling nature or wild animals.
- Legends are often set in a specific time and place and include beliefs and ideas central to a culture. Magic or unexplainable events are frequently believed to have happened as part of the plot of a legend. Some legends are exaggerated heroic stories about people who have definitely lived or may have lived; other legends are about imaginary people or creatures.
- Demi texts often writes about another person's life through story, chooses what facts to include, includes imagined scenes based on facts, includes quotes from the subject, and tells why the subject is interesting.

Summative Assessment and/or Summative Criteria

Trimester 3 Benchmark, BAS, Running Records, Cold Read assessments, teacher created resources, Response to reading tasks

Resources

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Genre Study
- Setting expectations for literacy block
- Achieve 3000

Reading Mini Lesson (RML)

Mini Lessons: Studying Legends, Studying Tall Tales, Thinking about Setting in a Fictional Story, and Responding Creatively to Reading.

They can be taught through whole group discussions, turn and talk, anchor charts, or response to reading activities.

Independent Reading

- Fluency
- Increase grade-level comprehension

Vocabulary

- Fountas and Pinnell Word Work
- Build Vocabulary through IRA and Guided Reading

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guide

Fountas & Pinnell Guided Reading book sets

Jennifer Serravello's Reading Strategies Book

IRA Text Set including:

- Tall Tales
- Legends
- Demi (author/illustrator study)

Class Novel Study

- Wonder by R.J. Palacio
- Number the Stars by Lois Lowry

Chart paper & drawing materials

Reading Notebook

IXL Language Arts

Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selecti on Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessme nts	Standards
IRA Text Set (pair with RML)	Interactive Read Aloud (IRA): utilize the IRA folder to complete the following steps for each book: <ul style="list-style-type: none">• Introduce the Text• Read the Text• Discuss the Text• Respond to the Text (Shared interactive writing or independent response to reading)		<ul style="list-style-type: none">• Classroom Observation• Respond to Reading independent activities• Graphic Organizers• Exit Tickets	

<p>Tall Tales</p>	<p>Recognize exaggeration in tall tales size, strength, and effects on our geography by Paul Bunyan</p> <p>Notice and understand how the author uses idioms and literary language</p> <p>Recognize that characters can have multiple dimensions</p> <p>Infer and understand the author's message that helping others, even in the face of danger, is an honorable way to live</p> <p>Identify characteristics of the tall tale genre</p>	<p>Paul Bunyan</p> <p>Dona Flor: A Tall Tale about a Woman with a Great Big Heart</p> <p>Swamp Angel</p> <p>Big Jabe</p> <p>Thunder Rose</p>		<p>RL.MF.5.6 L.VI.5.3 RL.PP.5.5 RL.CI.5.2</p>
<p>Legends</p>	<p>Notice and understand the characteristics of legends</p> <p>Learn more about</p>	<p>Merlin and the Dragons</p> <p>The Kitchen Knight: A Tale of King Arthur</p> <p>The Story of Jumping Mouse: A</p>		<p>RL.CT.5.8 RL.PP.5.6 RL.CI.5.2</p>

	<p>historical social issues as revealed through character, plot, setting, and illustrations</p> <p>Notice and discuss language that expresses the author’s attitude and opinion about characters and events in the text</p> <p>Interpret some illustrations with symbolic characteristics</p> <p>Infer the writer’s message that the way you live your life matters more than the length of your life and that others will follow your positive example</p>	<p>Native American Legend</p> <p>The Legend of the White Buffalo Woman</p> <p>John Henry</p>		
<p>Author and Illustrator Study: Demi</p>	<p>Identify interesting, surprising, and important information in a biography</p> <p>Notice how illustrations help communicate information about the subject of a biography</p>	<p>The Great Voyages of Zheng He</p> <p>Confucius: Great Teacher of China</p> <p>Life of a Genius: Su Dongpa</p> <p>The Emperor’s New Clothes: A Tale Set in China Told by Demi</p>		<p>RL.CR.5.1 RL.IT.5.3 RL.PP.5.5</p>

	<p>Think across texts to compare and expand understanding of content and ideas</p> <p>Recognize predictable characters representing traits that are typically found in traditional literature</p>			
Reading Mini Lessons (one per day)				

<p>Studying Tall Tales</p> <p>1 week</p>	<p>Notice and understand the characteristics of tall tales.</p> <p>Construct a working definition of tall tales</p> <p>Understand that tall tales are a type of folktale</p> <p>Notice how authors use exaggeration throughout tall tales</p> <p>Notice how the author makes unbelievable parts seem factual or true</p>	<p>Mini Lesson</p> <p>RML.LA.U24.RML1 (pg. 400-401)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U24.RML2 (pg.402-403)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U24.RML3 (pg. 404-405)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U24.RML4 (pg. 406-407)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try 		<p>RL.MF.5.6</p> <p>RL.CT.5.8</p>
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		<ul style="list-style-type: none"> • Summarize and Apply • Share <p>Mini Lesson</p> <p>RML.LA.U24.RML5</p> <p>(pg. 408-409)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Studying Legends</p> <p>1 week</p>	<p>Understand that the subject of a legend can be imaginary or based on a real person</p>	<p>Mini Lesson</p> <p>RML.LA.U23.RML4</p> <p>(pg. 388-389)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RL.MF.5.6</p> <p>RL.CT.5.8</p>

	<p>Understand that legends often involve a quest</p> <p>Understand that legends are often passed down over many years and are often connected to myths</p> <p>Understand that legends often include poetic language</p> <p>Understand that legends often reflect the values of the legend's culture of origin</p>	<ul style="list-style-type: none"> • Share <p>RML.LA.U23.RML5 (pg. 390-391)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U23.RML6 (pg. 392-393)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U23.RML7 (pg. 394-395)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U23.RML8 (pg. 396-397)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
Thinking About Setting in	Notice and understand the poetic or descriptive language used to	<p>RML.LA.U26.RML1 (pg. 428-429)</p>		<p>RL.CR.5.1 RL.CI.5.2</p>

<p>Fiction Book</p> <p>1/2 week</p>	<p>show the setting</p> <p>Evaluate the significance of the setting in the story</p> <p>Evaluate the believability of the setting in fantasy books</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U26.RML2 (pg. 430-431)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.LA.U26.RML3 (pg. 432-433)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Responding Creatively to Reading</p> <p>1/2 week</p>	<p>Write a diary entry from the perspective of a character</p> <p>Create a poem in response to reading</p> <p>Write an interview</p>	<p>RML.WAR.U7.RML1 (pg. 628-629)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U7.RML2 (pg. 630-631)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RL.CR.5.1</p> <p>RL.CI.5.2</p>

	<p>with the author to provide information about the subject of a biography</p> <p>Write a readers' theater script based on a book</p>	<ul style="list-style-type: none"> • Share <p>RML.WAR.U7.RML3 (pg. 632-633)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>RML.WAR.U7.RML4 (pg. 634-635)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Use various ways to compare text (advertisements, webs, poems, etc)</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML1-3 pgs 222-218] ○ Character Comparison [LA.U5.RML1-5] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-3, WAR.U5.RML1-6, 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.5.6</p> <p>RL.CT.5.8</p> <p>RI.IT.5.3</p> <p>RI.PP.5.5</p> <p>RI.CT.5.8</p> <p>W.WP.5.4</p> <p>W.RW.5.7</p> <p>W.WR.5.5</p> <p>W.SE.5.6</p>

		WAR.U6.RML 1-3, WAR.U7.RML 1-4)]		
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ELA.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.
ELA.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.
ELA.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).
ELA.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).
ELA.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.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources

and events.

SOC.6.1.5.HistoryUP.6

Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

SOC.6.1.5.HistoryUP.7

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

- Consistent with individual plans when appropriate

English Language Learners- Provide picture cards with relevant vocabulary, reduce the amount of vocabulary terms in IRA, repeat and clarify instructions, picture walk or preview story ahead of time with students, peer buddy for turn and talk portion of IRA lesson, and provide frequent checks for understanding.

Special Education- Break texts into more manageable pieces, provide breaks as needed, supply scanned copy of the IRA as needed, repeat and clarify instructions, create daily literacy block schedules in notebooks, and role play scenarios of conflict resolution to support the theme.

Gifted Students- Continue story or create new story inspired by the same messages of Interactive read alouds during Daily 3, draw connections to previously read texts involving same theme in reader's notebook, above grade level texts for independent reading, research projects on Interactive Read Aloud topics.

Suggested Technological Innovations/Use

Digital Reading options: Achieve 3000 fiction texts, RAZ-Kids, Epic, Storyline Online, Makinvia Tumble Books

Work on Writing Options: Google Classroom, Google Docs, Digital Writer's Notebook

Improve Nonfiction Reading Skills: Achieve 3000, Newsela, and Epic

Improve Reading Skills: Newsela, Commonlit, Scholastic Storyworks, IXL Language Arts, and Readworks

Cross Curricular/21st Century Connections

Cross Curricular

Social Studies- Use Non-Fiction texts for Guided Reading groups or additional read alouds to class.

Science- Research various states of matter, plants, microorganisms and more represented in IRA.

Math- create graphs and charts based on independent reading genres, progress on Achieve 3000, and IRA

Technology- research additional information on topics discussed in IRA through Achieve 3000 or Epic

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies