

Unit A: Nature of Reading & Writing – 5th Grade

Theme: During this unit, class processes will be developed. Also, reading/writing strategies will be introduced that students will use throughout the year.

Corresponding Science/Engineering Theme: Nature of Science & Engineering

Corresponding Social Studies Theme: Constitution and Bill of Rights, Enterprise Village

Reading Standards (Major Standards in Bold):

5.RL.1.1/5.RI.1.1 – Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RL.1.2 – Determine a theme of a story, drama or poem from details in a text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.

5.RI.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details, and summarize a text.

5.RL.1.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

5.RI.1.3 – Explain the relationships or interactions between two or more individuals, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RI.2.4 – Determine the meaning of general academic or domain specific words and phrases in a text relevant to grade 5 subject area.

5.RL.2.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.

5.RI.3.8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Writing Standards:

5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.W.2.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.2.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

5.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

5.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Learning Targets:

- a. Describe what the text says explicitly.
- b. Draw logical inferences.
- c. Identify characters/traits.
- d. Identify how a character changes over time.
- e. Compare and contrast characters (character interactions).
- f. Identify the elements of a story (setting, plot, problem/solution, sequence).
- g. Identify the main idea in a text (topic + point).

Writing Learning Targets:

- m. Cite sources.
- n. Introduce a topic.
- o. State an opinion/main idea using reasons and evidence from the text.
- p. Create an organizational structure, grouping ideas logically.
- q. Provide logically ordered reasons/evidence that are supported by facts and details.
- r. Link opinion and reasons/evidence using words, phrases, and clauses.

- h. Identify key details that support the main idea (paragraph or whole text).
- i. Note reasons and evidence that support the author's point.
- j. Determine the meaning of academic and specific vocabulary in a text using context clues.
- k. Identify a narrator's point of view.
- l. Determine how setting/historical context influence point of view.

- s. Use precise language and domain specific vocabulary.
- t. Provide a concluding statement.
- u. Use teacher-provided template or graphic organizer.

Materials:

- Notice and Note Professional Reading (1 per teacher)
- Student Journal(s) - Reading and Writing
- Class Set- Frindle

Lesson	Learning Targets	Description and Assessment Tasks	Materials/Texts
1		<u>Develop Classroom Community and Procedures</u> <ul style="list-style-type: none"> • Class Mission Statement • Growth Mindset • Jamerson Expectations • Class Meetings • How do readers and writers communicate? 	We the Kids Feathers & Fools Schoolhouse Rocks Preamble
2a	c, d, e, l, u	<u>Contrast and contradictions to show character growth</u> <ul style="list-style-type: none"> • ANCHOR Q: Why is the character doing that? • How does the author show how a character is changing? • Find text evidence to support my response to literature. 	<u>Notice & Note p. 115</u> Thank You Ma'am White Socks Only Signpost Graphic Organizer
2b	n, o, p, q, r, t, u	<u>How do Authors Communicate? (Written Response)</u> <ul style="list-style-type: none"> • How did Mrs. Jones change throughout the story? • How did the people in town affect change? • Summarize grade-appropriate text using graphic organizer (SWBTSF) 	Thank You Ma'am White Socks Only Summary Graphic Organizer
3	a, b, c, d, e, l	<u>How do we use evidence from the text to support character traits?</u> <ul style="list-style-type: none"> • What does the little girl learn in the story? 	<u>Something Beautiful</u> Start <u>Frindle</u> Looks Like, Sounds Like/4 Square Graphic Organizer
4	a, b, c, d, e, f, i, u	<u>How do I identify character (thoughts, dialogue, actions) that point to conflict, plot, or theme?</u> <ul style="list-style-type: none"> • ANCHOR Q: How might this change things? • Introduce AHA Moments (e.g., Frindle p.16, 22). 	<u>Notice & Note p. 128</u> Excerpt from <u>Crash</u> <u>Frindle</u> Signpost Graphic Organizer
5		<u>How do I compare characters across texts?</u> <ul style="list-style-type: none"> • Compare <u>Frindle</u> and <u>Alexander</u>. • Compare <i>A Change is Growing</i> and <i>Something Beautiful</i>. • Compare <i>Something Beautiful</i> and <i>White Socks Only</i>. • Choose 1 to model and 1 for student use. 	<u>Frindle</u> <u>Alexander</u> <i>A Change is Growing</i> <i>Something Beautiful</i> <i>White Socks Only</i>