

Grade: 5 Subject: ELA	Unit of Study: “Passport to Fifth Grade”
Time Frame/Dates	<ul style="list-style-type: none"> ▪ Two Weeks – Timing can shift based on field trip to Ellis Island
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will analyze details from text to make inferences about characters including point of view ▪ Students will use historical fiction to learn about experiences from the past. ▪ Students will have opportunities for practice in reading independently using the Literature Circles model ▪ Students will evaluate how characters solve problems and relate this knowledge to their own lives. Students will discover the benefits of embracing their own special qualities ▪ Students will be guided through developing a five-paragraph composition. ▪ Students will develop spelling and vocabulary knowledge through practice, associating letter patterns for help in spelling and meaning, dictionary use, and context clues. ▪ Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing ▪ Students will practice for the PARCC as part of an embedded test-prep program within the curriculum
Enduring Understandings	<ul style="list-style-type: none"> ▪ Historical fiction can be used to connect with the sentiment of those living in the past so that we can understand events better. ▪ Narratives can be used to expose characters’ emotions, desires, and personality traits. ▪ When faced with change, humans must decide traits to adapt to and some to maintain. ▪ Ancestors sometimes needed to endure hardships in order to allow a better life for future generations. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Writing is a process, not a result. ▪ Strategies good readers use include adjusting their rate, reading ahead, rereading, summarizing and paraphrasing ▪ People apply critical thinking skills when reading, writing, speaking, listening and viewing. ▪ Reading allows the reader to connect and reflect upon their own lives. ▪ Original ideas, precise vocabulary, clear organization and conventions are essential to quality writing. ▪ Fiction writing elements include characters, setting, problem, sequence of events, and solution. ▪ Nonfiction selections will answer many of the following who, what, where, when, why, and how.
Essential Questions	<ul style="list-style-type: none"> ▪ How do traits combine to influence a character’s identity?

	<ul style="list-style-type: none"> ▪ What challenges have immigrants faced in coming here? ▪ How do the experiences of the past immigrants' influence us today? ▪ How does ethnicity influence our personal identity? ▪ What are the most effective strategies a reader can use to understand a new text? ▪ What techniques are involved in writing narratives, informative texts, and opinion pieces? ▪ What language choices can a writer make to improve a piece? ▪ What skills and strategies can we use to completely understand what we read and hear? ▪ Which reading strategies and skills work best for each genre? ▪ What is critical thinking? Why is critical thinking important? ▪ How do we apply critical thinking skills to reading, writing, speaking, and our life decisions? ▪ Why do we need a variety of resources to thoroughly understand a topic? ▪ How do I evaluate these resources for accurate and timely information, as well as bias? ▪ What are the most effective strategies a reader can use to understand a new text? ▪ What lessons about the world and myself can I learn from reading? ▪ What techniques are involved in writing narratives, informative texts, and opinion pieces? ▪ What language choices can a writer make to improve a piece? ▪ How are the six traits important to all types of writing? ▪ What are the elements of fiction and nonfiction writing?
<p>Content (Subject Matter)</p>	<p>Reading:</p> <ul style="list-style-type: none"> ▪ Teach the elements of character, point of view, feelings, and actions ▪ Introduce new vocabulary and extend vocabulary via antonyms, analogies, homophones, compound words, color words. ▪ Practice distinguishing between fact and opinion, main idea and supporting details, and fiction and nonfiction. ▪ Identify story elements in literature. ▪ Understand the author's point of view. ▪ <i>The Orphan of Ellis Island</i> by Elvira Woodruff ▪ Read and discuss literature with students. <p>Language Arts:</p> <ul style="list-style-type: none"> ▪ Use the writing process to teach how to draft and publish a narrative based on personal experiences. ▪ Immigration/ Ellis Island ▪ Sentence types, punctuation, simple and compound predicates ▪ Spelling practice ▪ Vocabulary workshop
<p>Standards</p>	<p>Reading: Literature</p> <ul style="list-style-type: none"> • RL.5.2. Determine a theme of a story, drama, or poem from details in the text,

including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Reading: Informational Texts

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, idea, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 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.
- 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.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills to decoding words.
- RF.5.3.a 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.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.a Read grade-level text with purpose and understanding.
- RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.5.4.c Use context to confirm or self-correct word recognition and

understanding, rereading as necessary.

Writing

- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.10. 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.

Language

- L.5.1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- L.5.1.c Use verb tenses to convey various times, sequences, states, and conditions.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing

	<p>flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ▪ <i>The Orphan of Ellis Island</i> ▪ <i>Passport to Fifth Grade</i> writing project ▪ Sadlier, <i>Vocabulary Workshop</i> ▪ Sadlier, <i>Progress 5th Grade</i> ▪ Time for Kids ▪ <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell ▪ 6 Traits Writing ▪ Fiction and non-fiction supplemental reading resources