

<b>Grade: 5</b> <b>Subject: ELA</b>	<b>Unit of Study: “Look Inside”</b>
<b>Time Frame/Dates</b>	<ul style="list-style-type: none"> <li>▪ First Marking Period (6 weeks)</li> </ul>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Students will use fictional literature to make personal connections to characters and plot situations.</li> <li>▪ Students will analyze details from text to make inferences about characters, plot, and story themes.</li> <li>▪ Students will practice reading comprehension strategies to boost efforts before, during, and after reading to understand the text.</li> <li>▪ Students will have opportunities for practice in reading independently using the Literature Circles model</li> <li>▪ Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.</li> <li>▪ Students will have opportunities to practice expanding vocabulary and spelling knowledge through repeated practice and letter pattern associations.</li> <li>▪ Students will practice for the PARCC as part of an embedded test-prep program within the curriculum</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Prior knowledge and experiences should be used while reading to build greater understandings of the text.</li> <li>▪ Making predictions, summarizing information, and asking questions about the text are all ways to boost reading comprehension while reading a text.</li> <li>▪ Through difficult experiences, true character traits are exposed and developed.</li> <li>▪ Vivid descriptions help two or more people communicate with more accuracy to enhance intrapersonal connections</li> <li>▪ Writers who embellish text with details and figurative language make reading more pleasurable for the reader.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What strategies can we use to read so that we connect with and understand the story we are reading?</li> <li>▪ What strategies do writers use to enhance communication of personal experiences?</li> <li>▪ How can we use context clues to help us determine meanings of words we do not know?</li> <li>▪ How do people establish their set of personal values?</li> <li>▪ How can others impact our sense of identity and personal values?</li> <li>▪ What are the most effective strategies a reader can use to understand a new text?</li> <li>▪ What techniques are involved in writing narratives, informative texts, and opinion pieces?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ What kinds of sensory details make experiences unforgettable?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Reading selections of fictional text from <i>Collections</i> while practicing reading comprehension strategies and building fluency.</li> <li>▪ Literature Circle - interest-based theme selection</li> <li>▪ Writing personal narratives</li> <li>▪ Review of sentence constitutes and construction.</li> <li>▪ Spelling practice</li> <li>▪ Vocabulary workshop</li> </ul>
<p><b>Standards</b></p>	<p><b>Reading: Literature</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RL.5.3. Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• 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.</li> <li>• RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</li> </ul> <p><b>Reading: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>• 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.</li> <li>• RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>• RI.5.9. Integrate information from several texts on the same topic in order to</li> </ul>

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 flexibly from a range of strategies.
- 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., *photograph*, *photosynthesis*).
- 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.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

### **Speaking and Listening**

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

	<ul style="list-style-type: none"> <li>• SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>• SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>•</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Harcourt <i>Collections</i> texts</li> <li>▪ Literature Circles Novels</li> <li>▪ Sadlier, <i>Vocabulary Workshop</i></li> <li>▪ Sadlier, Progress 5<sup>th</sup> Grade</li> <li>▪ Time for Kids</li> <li>▪ <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell</li> <li>▪ 6 Traits Writing</li> <li>▪ Fiction and non-fiction supplemental reading resources</li> </ul>