

<b>Grade: 5</b> <b>Subject: ELA</b>	<b>Unit of Study: <i>Holes</i></b>
<b>Time Frame/Dates</b>	<ul style="list-style-type: none"> <li>• Third-Fourth Marking Period (5 weeks)</li> </ul>
<b>Big Idea/Rational:</b>	<ul style="list-style-type: none"> <li>• Students will analyze the elements of a fictional story - including theme, plot, and characterization.</li> <li>• Students will draw inferences from implicit and explicit information in the text.</li> <li>• Students will explain how plots and subplots can intertwine within one text to make a more complete novel structure.</li> <li>• Students will determine how point of view can change the way story events are interpreted.</li> <li>• Students will compare and contrast elements of stories - including theme, plot, and characterization.</li> <li>• Students will employ comprehension strategies that encourage self-monitoring before, during, and after reading.</li> <li>• Students will determine the meaning of figurative language as used in a text.</li> <li>• Students will practice various reading techniques and work collaboratively with other students using the literature circles model.</li> <li>• Students will use the 5-step writing process of pre-writing, drafting, revising, editing, and publishing.</li> <li>• Students will employ the 6 Traits of Effective Writing.</li> <li>• Students will use their own writing topics to explain the relationship between a particular cause and its effects.</li> <li>• Students will analyze spelling patterns and thematic vocabulary words.</li> <li>• Students will practice for the PARCC by using comprehension strategies with imbedded questions and by responding to open-ended-questions.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Accurate details from the text should be considered when drawing inferences.</li> <li>• All stories contain the same basic elements of plot.</li> <li>• Comprehension is improved when one takes time to set a purpose for reading, make predictions, review unfamiliar vocabulary, ask questions, and connect personal knowledge with the text before, during, and after a story.</li> <li>• Rereading is sometimes necessary to correct a previous misunderstanding of the text.</li> <li>• Events in a story happen for a reason, which is often part of a chain of cause and effect events.</li> <li>• People have difference points of view regarding the same experiences.</li> <li>• Skilled writers spend time planning out what they are going to write about.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can reading a story change the reader's personal values and morals?</li> <li>• Why might an author continually transition between past and present</li> </ul>

	<p>when telling a story?</p> <ul style="list-style-type: none"> <li>• What reading strategies can be used to help us understand the story better?</li> <li>• Why would different characters report the same event with differing opinions?</li> <li>• How can a reader connect this story to his or her own life?</li> <li>• What techniques are involved in writing cause and effect writing pieces?</li> <li>• Why is planning and organizing a piece of written work such an important step in the writing process?</li> </ul>
<p><b>Content / Subject Matter</b></p>	<ul style="list-style-type: none"> <li>• <i>Holes</i> Book (Class copies)</li> <li>• Five stages of plot in fiction (exposition, rising action, climax, falling action, and resolution).</li> <li>• Genre</li> <li>• Literature Circles - interest-based selection</li> <li>• Cause and Effect</li> <li>• The Five-Step Writing Process</li> <li>• The Six Traits of Writing</li> <li>• Figurative Language (metaphor, similar, idiom, personification)</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.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <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.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</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> <li>• RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</li> <li>• RL.5.9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>• RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5</li> </ul>

complexity band independently and proficiently.

**Reading: Informational Texts**

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inference from the text.
- 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.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 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.5.1. Write opinion pieces on topics or text, supporting a point of view with reasons and information.
- W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1.b Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c Link opinion and reasons using words, phrases, and clauses.
- W.5.1.d Provide a concluding statement or section related to the opinion presented.
- W.5.2. Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses.
- W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e Provide a concluding statement or section related to the information or explanation presented.
- 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.5.6. 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 the keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9.a Apply grade 5 Reading standards to literature.
- 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.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1.c Use verb tenses to convey various times, sequences, states, and conditions.
- L.5.1.d Recognize and correct inappropriate shifts in verb tenses.
- L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2.a Use punctuation to separate items in a series.
- L.5.2.b Use a common to separate an introductory element from the rest of the sentence.

- L.5.2.c Use a comma to set off the words *yes* and *no*, and to indicate direct address.
- L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
- 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.5.3.b Compare and contrast the varieties of English used in stories, dramas, or poems.
- 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.a Interpret figurative language, including similes and metaphors, in context.
- L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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

	<p>material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> <li>• SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</li> <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>• SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>• SL.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.</li> <li>• SL.5.5. Include multimedia components and visual displays and presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>
<p><b>Materials/ Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Holes by Louis Sachar</i></li> <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>