

Grade: 5 Subject: ELA	Unit of Study: Number the Stars
Time Frame/Dates	<ul style="list-style-type: none"> ▪ Third Marking Period (seven weeks)
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will use historical fiction to gain knowledge of facts and perspectives from the past. ▪ Students will use literature to interpret and explain how humans' morals have evolved throughout history. ▪ Students will analyze details from text to make inferences about characters, plot, and story themes. ▪ Students will employ reading comprehension strategies to boost efforts before, during, and after reading to understand the text. ▪ Students will have opportunities for practice in reading independently using the Literature Circles model ▪ Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing. ▪ Students will have opportunities to expand vocabulary and spelling knowledge through repeated practice and letter pattern associations. ▪ Students will practice for the PARCC as part of an imbedded 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. ▪ Details and events are tools to use when making inferences about story themes and character traits. ▪ Humans have responsibilities to secure the rights of themselves and others. ▪ Vivid descriptions help two or more people communicate with more accuracy to enhance intrapersonal connections ▪ 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.
Essential Questions	<ul style="list-style-type: none"> ▪ How can literature connect us with the past? ▪ What strategies can we use to read for meaning? ▪ What strategies do writers use to enhance communication of personal experiences? ▪ How do our relationships and experiences shape who we are? ▪ How do characters show courage in difficult situations? ▪ How is prejudice formed? How do we overcome it? ▪ 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?

Assessments	<ul style="list-style-type: none"> ▪ Vocabulary, spelling, grammar quizzes ▪ <i>Number the Stars</i> quizzes, final assessment, and project ▪ Literature Circle notebooks and projects ▪ Writing Portfolio Assessments
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Historical Fiction- <i>Number the Stars</i> by Lois Lowry. ▪ Historical research- The Holocaust ▪ Writing personal narratives ▪ Writing, editing, and revising descriptive paragraphs ▪ Sentence predicates ▪ Simple and compound sentences ▪ Coordinating conjunctions and semi-colons in the construction of compound sentences ▪ Spelling practice ▪ Vocabulary workshop
Standards	<p>Reading: Literature</p> <ul style="list-style-type: none"> • RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • 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.5.3. 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). • 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. • 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. • RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • RL.5.9. Compare and contrast stories in the same genre on their approaches to similar themes and topics. • 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 complexity band independently and proficiently. <p>Reading: Informational Texts</p> <ul style="list-style-type: none"> • 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 option, 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.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.5.4. 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 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.
- 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.
- SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	<ul style="list-style-type: none"> • 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. • SL.5.5. Include multimedia components and visual displays and presentations when appropriate to enhance the development of main ideas or themes. • SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ▪ <i>The Yellow Star</i> by Carmen Agra Deedy ▪ <i>Number the Stars</i> novel by Lois Lowry ▪ <i>Number the Stars</i> novel guide ▪ “Voices on Anti-Semitism” Museum Exhibit from The United States Holocaust Memorial Museum (http://www.ushmm.org/museum/exhibit/focus/antisemitism/); ▪ Literature Circles Novels; ▪ Spelling practice ▪ Vocabulary workshop ▪ Harcourt <i>Collections</i> texts ▪ McDougall-Littel <i>Language of Literature</i> texts ▪ 6 Traits Writing ▪ <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell