

Unit 2 Title		Estimated Time Frame
What's the Message?		36 days
Big Idea		
Good readers look for the message in texts.		
Essential Question(s)		Literacy Practices
<p>How does a narrator's perspective influence how the events in a text are described?</p> <p>How does an author use reasons and evidence to support a claim? How can we use reasons and evidence as writers to support a claim?</p> <p>How do stories within the same genre approach similar themes and ideas?</p> <p>How can we use information from different sources to build knowledge on a specific topic?</p> <p>How does a writer use information from other sources to support their opinion on a specific topic?</p>		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/Success Criteria
<p>RL.5.6 Describe how a narrator's or speaker's perspective influences how events are described.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • identify who is telling a story • identify if a text is written in first or third person • identify what point of view a narrator takes • compare and contrast the point of view in different texts <p>Considerations:</p> <ul style="list-style-type: none"> • To help English Language Learners, make connections to students' cultures or 	<p>I am learning to describe how the narrator's point of view influences a literary text.</p> <ul style="list-style-type: none"> • I can identify who is telling the story or speaking. • I can describe the narrator's/speaker's point of view in a text. • I can describe how the narrator's perspective shapes the events in a literary text.

Unit 2 Title		Estimated Time Frame
What's the Message?		36 days
	experiences to help explain their point of view about subjects.	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Explain the difference between firsthand and secondhand accounts of the same event or topic ● Compare/contrast firsthand and secondhand accounts of the same event or topic <p>Considerations: Understanding the concept of perspective is new learning in 5th grade. Modeling identifying perspectives using literal examples prior to using text would be beneficial.</p>	<p>I am learning to analyze multiple accounts of the same event or topic, so that I can understand how perspective impacts how the authors describe the events/topics.</p> <ul style="list-style-type: none"> ● I can compare/contrast multiple accounts of the same event/topic. ● I can describe the perspective represented by an author. ● I can compare/contrast the perspectives represented in accounts of the same event/topic.
RI.5.8 Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● explain how reasons support specific claim ● explain how evidence supports specific claim <p>Considerations:</p> <ul style="list-style-type: none"> ● claim: what the author wants a reader to accept as true. The author must, therefore, provide the reader with evidence so they can decide whether the claim is valid, logical, and verifiable. ● evidence-details the writer provides to support a claim (facts, quotations, examples, photographs, expert opinions) ● Goes along with Comp 1-opinion 	<p>I am learning to identify how reasons and evidence support claim(s) in a text.</p> <ul style="list-style-type: none"> ● I can explain the difference between reasons and evidence. ● I can explain how reasons and evidence support specific claims. ● I can identify which reasons and evidence support which claim(s). ● I can explain how an author uses reasons and evidence to support claims they make, identifying which reasons and evidence support which claim(s).
RL.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Identify the theme of a text. 	<p>I am learning to compare/contrast the themes of two or more stories.</p>

Unit 2 Title		Estimated Time Frame
What's the Message?		36 days
	<ul style="list-style-type: none"> Compare and contrast different versions of the same story. Identify different literary genres <p>Considerations:</p> <ul style="list-style-type: none"> Create Venn diagrams or other visuals to display themes from different texts. 	<ul style="list-style-type: none"> I can determine the theme of a story. I can compare the theme of two or more stories in the same genres I can contrast the theme of two or more stories in the same genre.
RI.5.9 Integrate information from several texts on the same theme or topic.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify the topic/theme of a text. Identify important details in a text. Identify author's purpose of a text. Identify thesis statement of a text. <p>Considerations:</p> <ul style="list-style-type: none"> Pairs well with supporting standard RI.5.5 Integrate social studies standards 5.I.U.E.2 and 5.I.CC.2. 	<p>I am learning to integrate information from multiple texts on the same topic.</p> <ul style="list-style-type: none"> I can identify the topic of a text. I can identify the important information in a text. I can integrate (combine) information from several texts to build my knowledge about a theme or topic.
RL/RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	<p>Prerequisite Skills: The 5th grade version of this standard is largely the same as the 4th grade version; the new learning comes with students able to apply the standard to higher text levels.</p> <p>Considerations: Students should have time to read both self-selected and teacher-selected texts independently.</p>	<p>I am learning to use strategies to read and understand texts.</p> <ul style="list-style-type: none"> I can monitor my reading to be sure that it makes sense and what I say matches what I see. I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> reread and think about what would make sense break the word and think about what would make sense skip the word and read on I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge questioning

Unit 2 Title		Estimated Time Frame
What's the Message?		36 days
		<ul style="list-style-type: none"> ○ visualizing ○ determining importance ○ inferencing ○ summarizing ● I can analyze while reading independently. ● I can control which strategies help me to comprehend and analyze when I am reading independently. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.5.1 Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● introduce topic or text clearly ● state opinion about topic or text ● identify my audience ● group related ideas and reasons to support my task, purpose, and audience ● distinguish between facts and details from non-facts ● identify facts/details and claims/evidence, statistics to support reasons ● provide reasons supported by facts/details and claims/evidence when writing about an author's perspective in a text ● use transitions (for example, in addition to, etc.)-not an exhaustive list ● provide a concluding section ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing (see L.5.1 and L.5.2), and rewriting <p>Considerations:</p>	<p>I am learning to compose an opinion piece to support a writer's perspective.</p> <p>Composing & Drafting:</p> <ul style="list-style-type: none"> ● I can introduce my topic or text clearly. ● I can state my opinion about a topic or text. ● I can identify the audience for this piece. ● I can logically group ideas to support the writer's purpose. ● I can provide logically ordered reasons supporting a writer's perspective. ● I can use transition words and phrases to connect facts and details back to the reasons. ● I can provide a concluding section. <p>Editing and Revising:</p> <ul style="list-style-type: none"> ● I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting & idea grouping, transition statements).

Unit 2 Title		Estimated Time Frame
What's the Message?		36 days
	<ul style="list-style-type: none"> Collect examples of opinion pieces written by students from prior years so that students can see exemplars written by students their age. Engage students in analysis of mentor texts prior to planning & throughout writing their own pieces. Create checklists and/or utilize rubrics for editing and revising, integrating C.5.1 with L.5.1 and L.5.2 (conventions of Standard English) Consider integrating C.5.1 with RI.5.8 to support the reading-writing connection (opinions, claims, reasons, evidence) Consider integrating C.5.1 with L.5.1 and L.5.2 (conventions of Standard English) <p>NOTE!!** In the closely aligned assignment provided by KDE, students are asked to read an article/text which requires the student to take on the perspective of the writer and then find the evidence to support the writer's opinion.</p>	<ul style="list-style-type: none"> I can work with peers to revise my writing to add more support (details, quotations, examples). I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2) <p>Publishing:</p> <ul style="list-style-type: none"> With some help, I can compose an opinion piece with an introduction, reasons and information, and a concluding section that supports a writer's perspective.
Essential Vocabulary		
<p>cite- referring to something in a text claim-a statement of opinion about a topic evidence-the support used to prove a claim perspective - how you think about or understand something quote accurately- using exact words of another author reason- the way you think about something theme- the overall message or lesson learned in a text tone- individual way of speaking and writing used to express emotion in the text</p>		
Supporting Standards		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.		

Unit 2 Title	Estimated Time Frame
What's the Message?	36 days
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. (Supports RL & RI.5.10)</p> <p>RF.5.4 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. (Supports RL & RI.5.10)</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL.5.5 Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures. (Supports RL & RI.5.9, and RL & RI.5.10)</p> <p>RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. (Supports RL & RI.5.9, and RL & RI.5.10)</p> <p>C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Supports C.5.1)</p> <p>L.5.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. (Supports C.5.1)</p> <p>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. (Supports C.5.1)</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>	
Summative Assessment	
TBA	
Anchor Text(s)	
<p>Wonders Survivaland (Fiction) – Unit 3 Week 2 Day 1 (RL 5.9) Who Wrote the U.S. Constitution? – Unit 2, Week 1 (September 17 is Constitution Day)</p>	

Unit 2 Title	Estimated Time Frame
What's the Message?	36 days
Additional Resources	
<p>Wonders They Don't Mean It (Fiction) -- Unit 3, Week 1 Machu Picchu: Ancient City (Nonfiction) -- Unit 3, Week 5 Dig This Technology (Nonfiction) -- Unit 3, Week 5 Plants with a Purpose (Nonfiction) – Unit 3, Week 2 Weslandia (Fiction) –Unit 3 Week 2 Day 3 (RL 5.9) The Friend Who Changed My Life (Realistic Fiction) Unit 6 Week 2 Day 3 (RL 5.6)</p> <p>My World Interactive Chapter 3- Lesson 2: Creating the Constitution</p> <p>Amplify Science: Unit 2</p> <p>NOTE: Science and Social Studies texts used in the ELA Unit Frameworks should only be introduced after they have been introduced in the content area, and should be taught with a focus on reading standards rather than science/social studies content. Reading these texts during the ELA block does not replace reading or instruction during the science/social studies block(s). Reading texts multiple times builds fluency and comprehension and will support both literacy and content knowledge development.</p> <p>Mentor Texts for Writing <i>Stella Writes an Opinion</i> by Janiel Wagstaff <i>A Fine, Fine School</i> by Sharon Creech</p> <p>Lucy Calkins Writing Checklist</p> <p>Guided Reading Video Clips & Resources</p> <p>NSF in Guided Reading Comprehension Strategies</p> <p>Wonders- Expert Model Opinion Essay Unit 2 Week 4</p> <p>Pair with Social Studies 5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspectives they represent. (Introduced in unit 2)</p>	

Unit 2 Title	Estimated Time Frame
What's the Message?	36 days
<p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how (a) founding principle(s) is applicable today. (Introduced in unit 2)</p> <p>5.I.Q.1 Ask compelling questions about the founding of the United States. (Taught throughout the year)</p> <p>5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States. (Taught throughout the year)</p> <p>5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions (Civics, Economics, Geography, History). (Taught throughout the year)</p> <p>5.I.CC.3 Explain the different approaches people can take to address local, regional, and global problems using examples from U.S. History. (Taught throughout the year)</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a global issue. (Taught throughout the year)</p>	